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REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1892-93,

BY

J. SIME, Esquire,
Director of Public Instruction, Punjab.

Published by Authority.

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1893.

Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab in the Home (General) Department, No. 1281, dated 4th December 1893.

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READ—

The Report of the Director of Public Instruction, Punjab, for the year 1892-93, forwarded with his letter No. 76 S., dated the 27th September 1893.

General results.—There were in 1892-93, 9,244 schools and colleges in the Province, or 164 less than in the previous year. The decrease is confined to private institutions, the figures regarding which are of a somewhat untrustworthy character. The number of scholars was 251,099 as compared with 260,277 in 1891-92. The falling-off took place in the private institutions and in the Lower Primary departments of the Primary and Middle Schools, and is attributed chiefly to the unhealthiness of the year. In calculating the number of persons who receive a secular education of even the humblest type the 49,101 scholars attending 4,290 schools "for elementary religious instruction by rote" may be excluded, as the matter committed to memory is presumably as a rule in a language little, if at all, understood by the pupil. In round numbers therefore, 200,000 persons out of a total population of 21,000,000 souls are being educated to a greater or less extent, and of these three-fourths obtain instruction in "public institutions," *i. e.*, in schools or colleges which follow the courses of study prescribed by the Education Department or the University, and are inspected by the Department or present pupils at the public examinations. Omitting the scholars in "rote" schools one child in fifteen of a school-going age attends school. The proportion among boys may be put at one in eight, for not one girl in 100 receives any education. The figure given by the Director in the 139th paragraph of his Report is 1·6 per cent., but this includes girls taught in "rote" schools, who make up nearly one-half of the total. It appears from paragraph 166 that among Muhammadans 5½ per cent., among Hindús 10½, and among Sikhs 12 per cent. of the boys of school-going age attend public schools.

2. *Expenditure.*—The expenditure on education was a little over 28 lakhs of rupees, or Rs. 1,37,000 more than in 1891-92. The sources from which the funds were derived are shown below :—

	1891-92.	1892-93.
Imperial Revenues	5	5
Provincial Revenues	32⅔	33½
Local (District and Municipal) Funds...	35⅓	33½
Fees	17	18
Other sources (subscriptions and emoluments)	10	10

In the case of Municipalities not only has their proportionate share of the total expenditure declined, but their disbursements for educational purposes have also fallen off by over Rs. 8,000. His Honor has recently instructed the Director to take up, from time to time, the cases of particular Municipalities where the expenditure on education is markedly low and propose the transfer of the charge for grants-in-aid to schools within their boundaries from Provincial to Municipal Funds. The figures quoted by Mr. Sime in paragraph 27 of the Report suggest that action in this direction might be taken with advantage in the case of some Municipalities, but each case will have to be dealt with on its merits after a careful consideration of the whole financial circumstances of the Municipality concerned. One or two Municipalities actually make a profit on their schools, the income from Government grants and fees exceeding the gross expenditure. Mr. Sime, in paragraph 24 of the Report, notices that District Boards are expected to spend not less than 25 per cent. of their income on education. But this obligation only arises "whenever it (the Board) is required by Government to do so." The rule is not a hard-and-fast one, but only one which the Government can insist upon if it thinks fit. District Boards, however, actually spent 82 per cent. of the

minimum or over 20 per cent. of income, so there is not much room for criticism. One or two individual cases might be examined by the Director in the same way as has been prescribed in the cases of defaulting Municipalities. The steady growth of the income from fees is very satisfactory : 41 per cent. of the expenditure on secondary schools is now covered by fees.

3. *Management of Schools by Local Bodies.*—What the Director says of the management or so-called management of schools by District Boards comes to this, that where the Deputy Commissioner attempts to square theory with practice and to make the District Board really responsible for the management of the schools, the result as a rule is failure; where he manages the schools himself under the shield of the Board, things run smoothly and satisfactorily. There are, however, as His Honor understands, some exceptional cases in which the Boards do the work satisfactorily, and it must be hoped that they will increase. The endeavour should be to get them to do it, and, as they show a greater capacity for doing it, the intervention of the Deputy Commissioner should be diminished. Municipal Committees are described as not much more successful on the whole than District Boards in managing their schools, but we are told that in some quarters improvement is taking place.

4. *Educational movements outside the Department.*—In not a few instances praiseworthy efforts have been made by private individuals or religious and charitable societies to open schools. A noteworthy instance is the opening of a new Arts College in connection with the Muhammadan school in Lahore managed by the Anjuman-i-Himáyat-i-Islám, and the starting of a Hindu-Muhammadan school at Umballa, with every prospect of success, is matter for congratulation, especially in these days, when so much is heard of religious differences. The fact that the number of private schools applying to be examined for grants is increasing year by year seems to show that the quality of the instruction given in these institutions is improving.

5. *University education.*—The number of students who presented themselves at University Arts examinations was somewhat larger than in 1891-92. As last year 41 per cent. of the candidates for the B. A. degree were successful, while 7 out of 12 candidates were successful in the M. A. test as compared with 2 out of 6 in 1891-92. The Government and Mission Colleges at Lahore and St. Stephen's College at Delhi continue to do excellent work in the cause of higher education, and the minor colleges, which only teach up to the intermediate standard, have also done well. In the examinations for Oriental titles nearly two-thirds of the candidates failed. Education in the Oriental College is almost entirely of an eleemosynary character. Half of the students in the College Department are in the enjoyment of scholarships, and 122 students contribute only Rs. 492 in fees out of a total expenditure of Rs. 28,452. The experiment of providing an advanced education through the medium of the Oriental languages has proved very costly. The idea was a fascinating one, but it has hardly been a success in practice, and, as Mr. Sime remarks in the 73rd paragraph of his Report, the question must come up for discussion whether matters can be continued on their present footing.

6. *Medical College, Lahore.*—The number of candidates in the Law and Medical Examinations has increased. The proportion of failures in the junior examination in the Assistant Surgeon class was very large. The Medical College continues to attract students from the North-Western Provinces, and the number of free students is now 93 as compared with 79 in 1891-92. The total number of students under instruction was from 322 to 397.

7. *Encouragement of University Education by Scholarships.*—The fact stated at the end of paragraph 50 of the Report that on an average one out of every four students in the colleges holds a scholarship shows the encouragement given to higher education in this Province.

8. *School Education.—Secondary Schools.*—While the total number of children taught in public institutions declined, the number having the advantage of a secondary education increased slightly, and over 10 per cent. of the scholars now pass beyond the primary stage. Anglo-Vernacular schools are yearly becoming more popular because training in them is the likeliest road by which to reach the goal of Government service. Of 12 new Middle Schools started during the year 11 are Anglo-Vernacular, and English is now taught in over half of the Middle Schools of the Province. Scarcely any candidates now go up for the Entrance Examination from Vernacular Schools, and double as many candidates appeared in the Middle School Examination from Anglo-Vernacular Schools as from Vernacular Schools. It is a curious fact that the Vernacular were far more successful than the Anglo Vernacular candidates, who in the important Lahore Circle are said to have been handicapped by the setting up by certain Examiners of too high a standard in English. The number of students appearing in the Entrance Examination and the percentage of passes both show a considerable increase. The boarding-house arrangements in connection with Middle Schools are being extended and improved, and, as Mr. Sime observes, the boarding-houses are becoming an important factor in our educational system.

9. *School Buildings.*—In paragraph 101 of his Report the Director complains of the want of proper school buildings. His Honor is constantly receiving similar complaints from all departments, but as a matter of fact civil buildings of all kinds in this Province have for some years past been receiving more than their share of the small amount annually available for new public works, and they will have to be content with less for some years to come.

10. *Primary Schools.*—As already noticed, the number of scholars attending Primary Schools declined owing to the sickliness of the season. The Special Zamíndári Schools provided to meet the supposed wants of the agricultural classes and the Gurmukhi classes in Board Schools have not been very successful. If it turns out on full trial that, as Mr. Sime says, the zamíndárs undervalue the Zamíndári Schools because they are only designed to fit their children for their hereditary calling, it will, in His Honor's opinion, be matter for regret, but it would be a question whether in that event it would be worth while to maintain this particular type of school. No doubt, as the Director of Public Instruction remarks, we have to consider what is best for the people, but if they are not willing to accept that, we have no means of compelling them to do so. It appears, however, that the Zamíndári Schools have not yet had a fair trial, as they have not been conducted in accordance with the original scheme, and His Honor agrees that this should now be changed.

11. *Physical and Moral Training.*—The Lieutenant-Governor is glad to be assured that the efforts made to improve the moral tone and discipline of our schools are bearing fruit. He also observes with pleasure the increased attention that is now paid to physical training.

12. *Special and Technical Education.*—The Central Training College and the Normal Schools continue to be well managed and it is a subject for special congratulation that the discipline maintained in these schools, where our future staff of teachers is being trained, is considered very good. His Honor's request in paragraph 13 of the last Review that information might be furnished regarding the subsequent occupation of scholars trained in our Technical Colleges has been complied with only as regards the Mayo School of Art; and Sir Dennis Fitzpatrick would be glad if the Director would, without waiting for the submission of his next annual Report, supply similar information for the industrial schools. From the information supplied for the Mayo School, it appears that five of the pupils who have left during the year under report have obtained places as Drawing Masters in the North-Western Provinces. This is satisfactory,

as it is one of the functions of the school to train such masters. Most of the other pupils who have obtained places seem to have gone into the ordinary line of Public Works employment; but it is gratifying to find that so many have been able to obtain an opening of some sort in a sphere in which what they have learned at the school is likely to be of service to them.

13. *Female Education.*—There is little fresh to say about female education. There are some slight signs of progress, and no doubt Miss Francis' careful inspection work is bearing fruit, but competent teachers are hard to procure, and outside the Mission Schools discipline is hard to maintain, what with insufficiently trained teachers and with children whose parents often consider that they are conferring a favour on the authorities by sending their children to school.

14. *Education of Special Classes.*—The European schools are well reported on. The character of the education imparted is improving and discipline is generally good. As Mr. Sime remarks, the domestic training given in girls' schools requires still more attention than it receives.

Services of the late General Black, C.S.I., and of Mr. J. L. Kipling, C.I.E.

15. *Services of Officers.*—The Lieutenant-Governor desires to take this opportunity of expressing his deep regret at the death of General Black, who on account of the intimate acquaintance which during his long career in the Province he had acquired of its Chiefs and leading gentlemen, and his great popularity among them, was appointed the first Governor of the Aitchison College. Colonel Sir Benjamin Bromhead, C.B., has succeeded General Black as Governor. The Province has sustained another heavy loss in the retirement through failing health of Mr. J. L. Kipling, C.I.E., after having held the post of Principal of the Mayo School of Art for 18 years. His unique knowledge of the artistic work of the Punjab, and his sympathy with all that is best in its aims and methods, made him an admirable head of the provincial Art School, which he raised to a high pitch of efficiency. Mr. Sime also notices the services of another retired officer, Mr. D. W. Thompson, which, if less conspicuous, were equally devoted.

Concluding remarks.

16. Well-deserved praise has been bestowed by Mr. Sime on the Inspectors and Assistant Inspectors of Schools mentioned in paragraphs 30 and 31 of the Report, and he has also acknowledged his indebtedness to the members of the Text-Book Committee. The thanks of Government are due to Miss F. A. Francis for the zeal with which she continues to perform an uphill task in the field of female education.

In conclusion, His Honor wishes specially to acknowledge his obligations to Mr. Sime for his careful supervision of the Department during the year and for his full and interesting Report.

ORDER.—Ordered, that the above remarks be printed and circulated with the Report; also that they be published in the *Government Gazette* and be forwarded to the Government of India in the Home Department with the usual number of copies of the Report.

By order of the Hon'ble the Lieutenant-Governor,

J. M. DOUIE,

Offg. Revenue Secretary to Government, Punjab.

Punjab Government Press, Lahore—5-12-93—395.

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DELHI CIRCLE.

HISSAR DISTRICT—

5 Secondary Schools for Boys at—

Hissár M. B, A.-V., Middle.
Sirsa " " "
Bhiwání " " "
Hánsí M. B., V., Middle.
Barwála D. B., V., Middle.
45 Primary Schools for Boys.
2 Primary Schools for Girls.
1 Primary School for European Girls at Sirsa.
43 Private Schools for Boys.

96

ROHTAK DISTRICT—

8 Secondary Schools for Boys at—

Rohtak M. B, A.-V, Middle.
Jhajjar " " "
Gohána " " "
Kalánaur D B., V., "
Bádli " " "
Bahádargarh, M. B., V., Middle.
Kharkhauda " " "
Berí " " "
43 Primary Schools for Boys.
5 Primary Schools for Girls.
33 Private Schools for Boys.

89

GURGAON DISTRICT—

7 Secondary Schools for Boys at—

Rewárí M. B., A.-V., High.
Gurgáon D. B., V., Middle.
Nuh " " "
Hasanpur " " "
Sohna M. B., " "
Palwal " " "
Firozpur " " "
78 Primary Schools for Boys.
11 Primary Schools for Girls.
34 Private Schools (33 for Boys and 1 for Girls).

130

DELHI DISTRICT—

1 Aided Arts College.
10 Secondary Schools for Boys at—

Delhi Anglo-Arabic, High.
" M. B., "
" Aided Mission. "
" Anglo Sanskrit, "
" Suraiya Jah's A.-V., High.
Sonepat M B, A.-V., Middle
Mahraulí D. B., V., "
Nejafgarh " " "
Ballabgarh M. B, " "
Farídábád " " "

2 Secondary Schools for Girls at—

Delhi S.P.G. Mission Aided Boarding A.-V., Middle
" Baptist " " " "
1 Secondary School for European Girls at—

Delhi (Station School) Middle.
77 Primary Schools for Boys.
13 Primary Schools for Girls.

2 Special Schools at—

Delhi (Government Normal School for Masters and M. B. Industrial School for Males).
128 Private Schools (126 for Boys and 2 for Girls).

234

KARNAL DISTRICT—

5 Secondary Schools for Boys at—

Karnál M. B., A.-V., High.
Kaithal " " Middle.
Pánípat " " "
Púndrí D. B., V., "
Kunjpura " " "
59 Primary Schools for Boys.
4 Primary Schools for Girls.
93 Private Schools (80 for Boys and 13 for Girls).

161

UMBALLA DISTRICT—

17 Secondary Schools for Boys at—

Jagádhrí M.B., A.-V., High.
Umballa City Aided Mission A.-V., High
" " M.B., A.-V., Middle
Rúpar " "
Cantonment Aided " "
" Unaided A.-S, "
Murinda D. B., V, "
Kharar " " "
Biláspur " " "
Manímázra " " "
Naráyangarh " " "
Mullána " " "
Sháhábád M.B., " "
Sádhaura " " "
Thánesar " " "
Ládwa " " "
Buriya " " "
89 Primary Schools for Boys.
8 Primary Schools for Girls.
1 Primary School for European Boys.
193 Private Schools (181 for Boys and 12 for Girls).

308

SIMLA DISTRICT—

6 Secondary Schools for Boys at—

Simla M.B., A.-V., Middle.
Simla Church Mission Aided, A.-V., Middle.
Sanáwar, L M A., Government High.
Simla, Bishop Cotton Aided "
" Christ Church Aided, Middle.
" St. Michæls' " "
8 Secondary Schools for Girls at—

Sanáwar L. M. A., Government High.
Simla, Auckland House Aided "
" Convent Boarding " "
" Mayo " Middle.
" St. Francis' Convent " "
" Ayrcliff " "
" Christ Church " "
" St. Joseph's Day " "
15 Primary Schools for Boys.
3 Primary Schools for Girls.
8 Private Schools for Boys.
2 Do. for Europeans (1 for Boys and 1 for Girls).

42

1060

JULLUNDUR CIRCLE.

KANGRA DISTRICT—

6 Secondary Schools for Boys at—

Pálampur D. B., A.-V., High.
Núrpur M. B., „ Middle.
Kángra Aided Mission, A.-V., Middle.
Sujánpur Tira D. B., V., Middle.
Nádaun „ „ „
Sultánpur „ „ „

48 Primary Schools for Boys.
6 Primary Schools for Girls.
28 Private Schools (27 for Boys and 1 for Girls).

88

HOSHIARPUR DISTRICT—

12 Secondary Schools for Boys at—

Mahalpur Popular Unaided, A-V., High.
Hoshiárpur M. B, A-V., High.
Tánda „ „ Middle.
Hariána, Unaided, „ „
Hoshiárpur Sanátan Dharm Unaided, A.-V., Middle.
Bajwára Aided, A.-V., Middle.
Mahalpur D. B., V., „
Garhshankar „ „ „
Hariána M. B., „ „
Mukerián „ „ „
Dasúyah „ „ „
Una „ „ „

104 Primary Schools for Boys
5 Primary Schools for Girls.
186 Private Schools (175 for Boys and 11 for Girls).

307

JULLUNDUR DISTRICT—

14 Secondary Schools for Boys at—

Jullundur M. B., A.-V., High.
Aided Mission „ „
Rábon M. B., „ Middle.
Kartárpur „ „ „
Cantonment Aided „ „
Adampur D B., V., „
Pharála „ „ „
Sháhkot „ „ „
Aláwalpur M. B., „ „
Banga „ „ „
Nawáshahr „ „ „
Phillour „ „ „
Núrmahal „ „ „
Nakodar „ „ „

99 Primary Schools for Boys.
30 Primary Schools for Girls.
1 Special School (Government Normal School for Masters).
327 Private Schools (295 for Boys and 32 for Girls).

471

LUDHIANA DISTRICT—

17 Secondary Schools for Boys at—

Ludhiána M B., A.-V., High.
„ (Mission) Aided „ „
„ „ „ „ „ (Xtian Boys' Boarding School).
Jagráon Hindú School, Unaided, A. V., Middle
Jagráon M B., A.-V., Middle.
Ludhiána (Arya) Aided, „ „
„ (Haqqání) Aided, „ „
Gujarwál, D. B., V., „
Baddowál „ „ „
Ráepur „ „ „
Malaudh „ „ „
Sánehwál „ „ „
Sawaddí „ „ „
Samrála „ „ „
Khanna M B. „ „
Máchhíwára „ „ „
Ráekot „ „ „

1 Secondary School for Girls at—

Gujarwál, D. B., V., Middle.

71 Primary Schools for Boys.
19 Primary Schools for Girls.
191 Private Schools (172 for Boys and 19 for Girls).

299

FEROZEPORE DISTRICT—

8 Secondary Schools for Boys at—

Ferozepore, M. B, A.-V, High
Fázilka „ „ Middle.
Cantonment Aided „ „
Mehráj D B., V „
Moga „ „ „
Buttar „ „ „
Zíra M. B., „ „
Dharmkot „ „ „

70 Primary Schools for Boys.
5 Primary Schools for Girls.
87 Private Schools (86 for Boys and 1 for Girls).

170

1,335

LAHORE CIRCLE.

JHANG DISTRICT—

4 Secondary Schools for Boys at—
Jhang Victoria Jubilee M. B., A.-V., High.
Chiniot M. B., A. V., Middle.
Ahmadpur D. B., V, ,,
Shorkot ,, ,, ,,
32 Primary Schools for Boys.
6 Primary Schools for Girls.
143 Private Schools for Boys

185

MONTGOMERY DISTRICT—

4 Secondary Schools for Boys at—
Montgomery M. B., A.-V., Middle
Kamália ,, ,, ,,
Pákpattan ,, V. ,,
Dipálpur D. B., A.-V., ,,
33 Primary Schools for Boys
1 Primary School for Girls.
65 Private Schools for Boys

103

LAHORE DISTRICT—

1 Government Arts College.
1 Aided ,, ,, (Mission).
1 Unaided ,, ,, (Daya Nand A.-V.)
1 ,, ,, ,, (Islámiya A.-V.)
1 Aided Oriental College.
1 Government Medical College.
22 Secondary Schools for Boys at—
Lahore Government A.-V., (Central Model,) High
Qasúr M. B., A.-V., ,,
Lahore Aided (Mission) A.-V., ,,
,, ,, (Aitchison College) A.-V., ,,
,, Unaided (Daya Nand School) ,, ,,
,, ,, (Madrastul Musalmín) ,, ,,
,, Aided (Oriental College School) V. ,,
,, ,, (European Boys) E. ,,
,, ,, (Aitchison School) A.-V., Middle.
Chúnían M.B., ,, ,,
Lahore Aided (Mission Night) ,, ,,
Qasur ,, (Lyall School) ,, ,,
Lahore Unaided (Royal ,,) ,, ,,
Lahore ,, (Sanátan Dharm School) A.-V. ,,
,, Aided (N.-W. Ry., Night ,,) E. ,,
,, ,, (Cathedral Orphanage) ,, ,,
Bhadána D. B., V., Middle.
Sursingh ,, ,, ,,
Bágbhánpur ,, ,, ,,
Khem Karn M.B. ,, ,,
Pattí ,, ,, ,,
Sharaqpur ,, ,, ,,
5 Secondary Schools for Girls at—
Lahore Aided (Lady Dufferin School) A.-V., High
,, ,, (Cathedral Girls' ,,) E., Middle.
,, ,, (Convent ,,) E., ,,
,, ,, (Cathedral Orphanage) E., ,,
,, ,, (Victoria School) V., ,,
70 Primary Schools for Boys.
2 Primary Schools ditto (Europeans).
34 Primary Schools for Girls
8 Special Institutions at—
Lahore Government Central Training College.
,, ,, Normal School.
,, ,, Mayo School of Art.
,, Aided Law School.
,, Government Medical School.
,, ,, Railway Technical School.
,, ,, Veterinary School.
,, Aided Clarkabad Industrial School.
237 Private Schools (200 for Boys and 37 for Girls).

384

AMRITSAR DISTRICT—

1 Municipal Board College.
15 Secondary Schools for Boys at—
Amritsar M.B., A.-V., High.
,, Aided (Mission) A.-V., ,,
,, ,, (M. A. O.) ,, ,,
,, Unaided (Hindú) ,, ,,
,, ,, Punjabí, ,,
Tarn Táran D. B., A.-V., Middle.
Amritsar Aided (Mission Night), A.-V., Middle.
Majítha ,, (Mission) ,, ,,
Ajnála D. B. V. ,,
Rám Dás ,, ,, ,,
Rája Sánsí ,, ,, ,,
Vairowál ,, ,, ,,
Fatchábád ,, ,, ,, ,,
Butála ,, ,, ,,
Jandiála Unaided A.-V. (Amín Chand's) Middle School
3 Secondary Schools for Girls—
Amritsar Aided (Alexandra), A.-V., High.
,, ,, (Christian Boarding), A.-V., Middle.
,, M. B., V., Middle.
79 Primary Schools for Boys.
45 Primary Schools for Girls.
1 Special School (Amritsar M. B. Industrial).
186 Private Schools (184 for Boys and 2 for Girls)

330

GURDASPUR DISTRICT—

11 Secondary Schools for Boys at—
Gurdáspur M. B., A.-V., High.
Batála Aided (Baring School), A.-V., High.
,, M.B., A.-V. Middle.
Dínanagar M.B., A.-V., Middle.
Pathánkot ,, ,, ,,
Srígobindpur ,, ,, ,,
Dera Bába Nának ,, ,, ,,
Batála City Aided (Mission) A.-V., ,,
Kanjrúr D. B., V., ,,
Sujánpur M. B., ,, ,,
Kalánaur ,, ,, ,,
1 Secondary School for Girls at—
Dalhousie, Aided (European), E., Middle.
100 Primary Schools for Boys.
8 Primary Schools for Girls.
141 Private Schools (139 for Boys and 2 for Girls).

261

GUJRANWALA DISTRICT—

10 Secondary Schools for Boys at—
Gujránwála Aided (Mission), A.-V., High.
Wazírábád ,, (,,) ,, ,,
Gujranwála M.B., A.V., Middle.
Akálgarh D.B., ,, ,,
Eminábád Unaided ,, ,,
Háfizábád D. B., V., ,,
Sohdra D. B., V., Middle.
Pindí Bhattían D. B., V., Middle.
Rámnagar M.B., A.V., ,,
Qila' Didár Singh M. B., ,,
1 Secondary School for Girls at—
Gujránwála, Aided (Mission), V., Middle.
68 Primary Schools for Boys
22 Primary Schools for Girls.
172 Private Schools (164 for Boys and 8 for Girls).

273

1,536

RAWALPINDI CIRCLE.

SIALKOT DISTRICT—

1 Aided Arts College at Siálkot.
13 Secondary Schools for Boys at—
Siálkot M. B., A.-V., High.
„ Aided (Scotch Mission), A.-V. „
„ „ (American „) „ „
Pasrúr M.B., A.-V., Middle.
Zafarwál M. B. „ „
Jámke „ „ „
Nárowál Aided „ „
Siálkot Unaided, Ver. „
(Christian Training Institute).
Sankhatra D B., Ver. „
Sambryál „ „ „
Gota „ „ „
Daska M.B., Anglo-Ver. „
Qila 'Sobha Singh M.B., Ver. „
1 Secondary School for Girls at—
Siálkot, Aided (convent), E., Middle.
79 Primary Schools for Boys.
33 Primary Schools for Girls.
246 Private Schools (242 for Boys and 4 for Girls).

373

GUJRAT DISTRICT—

8 Secondary Schools for Boys at—
Gujrát M.B., A.-V, High.
„ Unaided (Mission) „ „
„ Aided („) „ Middle.
Dinga „ („) „ „
Gujrát Unaided (Islámiya) „ „
Kunjah D.B., Vernacular „
Jalálpur Jattán, Aided, Anglo-Ver. „
Khárián D.B., Vernacular „
49 Primary Schools for Boys.
3 Primary Schools for Girls.
386 Private Schools (370 for Boys and 16 for Girls).

446

SHAHPUR DISTRICT—

7 Secondary Schools for Boys at—
Bhera M.B., A.-V., High.
Bhera Unaided Anglo-Sanskrit „
Sháhpur D. B., A.-V., Middle.
(Davies' School).
Miání M.B., A.-V., „
Naushahra D.B., V. „
Khusháb M.B., A.-V., „
Sáhiwál „ „ „
43 Primary Schools for Boys.
8 Primary Schools for Girls.
274 Private Schools (221 for Boys and 53 for Girls).

332

JHELUM DISTRICT—

7 Secondary Schools for Boys at—
Jhelum, M.B., A.-V, High.
Pind Dádan Khán M. B., „ Middle.
Chakwál D.B., „ „
Rohtás „ V. „
Talagang „ „ „
Bhawan „ „ „
Sanghoi Aided Mission School, Anglo-Ver., Middle.
41 Primary Schools for Boys.
15 Primary Schools for Girls.
573 Private Schools (415 for Boys and 158 for Girls).

636

RAWALPINDI DISTRICT—

13 Secondary Schools for Boys at—
Ráwalpindi Aided (Mission) A.-V., High.
Murree Government (L.M.A.) E., „
Sagri D.B., A-V., Middle.
Rawalpindi M.B., „ „
Hazro „ „ „
Murree Aided (St. Thomas'), E., „
Ráwalpindi „ (Station) E., „
Gujar Khán D. B. V., „
Kallar „ „ „
Sukhu „ „ „
Guliana „ „ „
Pindígheb M.B., „ „
Shersht Netf Shála of Bhái Búta Singh at Ráwalpindi (Unaided).
4 Secondary Schools for Girls at—
Murree—Government (L.M.A), E., High.
„ Aided (St. Dony's), E., Middle.
„ „ (Convent), „ „
Ráwalpindi „ (Do.), „ „
73 Primary Schools for Boys.
24 Primary Schools for Girls.
1 Special School at—
Ráwalpindi, Government Normal School for Masters.
697 Private Schools (469 for Boys and 228 for Girls).

812

HAZARA DISTRICT—

4 Secondary Schools for Boys at—
Abbottábád M. B., A -V., Middle.
Haripur „ „ „
Kot Najíb-ullah D.B., V. „
Baffa M.B., „ „
27 Primary Schools for Boys
605 Private Schools (527 for Boys and 78 for Girs).

636

PESHAWAR DISTRICT—

8 Secondary Schools for Boys at—
Peshawar M.B., A.-V., High.
„ Aided (Edwardes' Mission) A.-V., „
Mardán D. B., V., Middle.
Naushahra Kalán „ „ „
Chársadda „ „ „
Ziáda „ „ „
Chamkání „ „ „
Tangí „ „ „
51 Primary Schools for Boys.
2 Primary Schools for Girls.
618 Private Schools (380 for Boys and 238 for Girls).

679

KOHAT DISTRICT—

1 Secondary School for Boys at—
Kohát, M.B., A.-V., High.
8 Primary Schools for Boys.
115 Private Schools for Boys.

124

4,038

DERAJAT CIRCLE.

MOOLTAN DISTRICT—

10 Secondary Schools for Boys at—
Mooltan M. B., A.-V., High.
" Aided (Mission), A.-V., High.
Shujábád M. B., A.-V., Middle.
Cantonment Aided " "
Mooltan Unaided (Anglo-Sanskrit), A.-V., Middle.
" " (Islámiya) A.-V., Middle.
Kahror D. B., V., Middle.
Sárác Siddhú " " "
Jalálpur M. B., " "
Talamba " " "
66 Primary Schools for Boys.
3 Primary Schools for Girls.
2 Primary Schools for European Girls at Mooltan.
1 Special School at—
Mooltan, Government, Normal School for Masters.
189 Private Schools (174 for Boys and 15 for Girls).

271

BANNU DISTRICT—

5 Secondary Schools for Boys at—
Bannú M. B., A.-V., Middle.
" Aided (Mission) " "
Miánwálí D.B., V. "
Mína Khel M.B., " "
I'sa Khel " " "
32 Primary Schools for Boys.
259 Private Schools (235 for Boys and 24 for Girls).

296

DERA ISMA'IL KHAN DISTRICT—

6 Secondary Schools for Boys at—
D. I. Khán Aided (Mission), A.-V., High.
" Unaided (Bhratrí Sabha), A.-V., High
" M.B., A.-V., Middle.
Leiah " " "
Bhakkar " V. "
Kulách " " "
31 Primary Schools for Boys.
5 Primary Schools for Girls.
354 Private Schools (292 for Boys and 62 for Girls).

396

DERA GHAZI KHAN DISTRICT—

5 Secondary Schools for Boys at—
D. G. Khán M. B., A.-V., High.
Rájanpur " " Middle.
Rojhán D. B., V., "
Taunsa " " "
Jámpur M. B. " "
43 Primary Schools for Boys.
133 Private Schools (127 for Boys and 6 for Girls).

181

MUZAFFARGARH DISTRICT—

3 Secondary Schools for Boys at—
Muzaffargarh M. B., A.-V., Middle.
Kot Adú D. B., V., "
'Alípur M. B., " "
36 Primary Schools for Boys.
2 Primary Schools for Girls.
90 Private Schools (89 for Boys and 1 for Girls).

131

1,275

Chapter I, 1.

General Summary.

GENERAL SUMMARY.

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.
									Rs.	Rs.	Rs.	Rs.
PUBLIC INSTITUTIONS.												
For Males.												
Arts Colleges ... English ...	7	6	1	...	589	462	127	...	1,07,832	1,03,986	3,846	...
Arts Colleges ... Oriental ...	1	1	...	...	72	72	...	...	21,565	20,782	783	...
Medical College	1	1	...	...	158	144	14	...	72,252	60,353	11,899	...
High Schools	56	54	2	...	16,569	16,639	...	70	4,80,223	4,75,523	4,700	...
Middle Schools	215	205	10	...	32,243	32,070	173	...	3,34,458	3,15,870	18,588	...
Total Secondary Schools ...	271	259	12	...	48,812	48,709	103	...	8,14,681	7,91,393	23,288	...
Primary Schools	1,762	1,733	29	...	83,381	88,972	...	5,591	4,00,120	3,89,711	10,409	...
Total Schools for General Education	2,033	1,992	41	...	132,193	137,681	...	5,488	12,14,801	11,81,104	33,697	...
Schools for Special Instruction	14	13	1	...	1,371	1,294	77	...	1,43,856	1,32,287	11,569	...
Total Schools for General Education and for Special Instruction ...	2,047	2,005	42	...	133,564	138,975	...	5,411	13,58,657	13,13,391	45,266	...
For Females.												
High Schools	6	6	...	...	552	559	...	7	48,890	41,524	7,366	...
Middle Schools...	21	22	...	1	1,346	1,319	27	...	76,450	66,092	10,358	...
Total Secondary Schools ...	27	28	...	1	1,898	1,878	20	...	1,25,340	1,07,616	17,724	...
Primary Schools	325	313	12	...	10,414	10,106	308	...	80,578	71,061	9,517	...
Total Schools for General Education	352	341	11	...	12,312	11,984	328	...	2,05,918	1,78,677	27,241	...
Total Public Institutions for Males and Females ...	2,408	2,354	54	...	146,695	151,637	...	4,942	17,66,224	16,77,189	89,035	...
PRIVATE INSTITUTIONS.												
For Males	5,811	6,443	...	632	91,887	100,412	...	8,525	...	...	...	...
For Females	1,025	611	414	...	12,517	8,178	4,339	...	...	...	...	...
Total Males and Females ...	6,836	7,054	...	218	104,404	108,590	...	4,186	...	...	...	...
Grand Total of Institutions, Public and Private ...	9,244	9,408	...	164	251,099	260,227	...	9,128	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	1,43,709	1,39,080	4,629	...
Other Charges	...	...	...	...	...	...	...	...	8,98,020	8,54,230	43,790	...
Grand Total of Expenditure	...	...	...	...	...	...	...	...	28,07,953	26,70,499	1,37,454	...
High Stage ... ... Boys	2,196	2,061	135	...	From Imperial Revenues ...				1,38,558	1,32,405	6,153	...
High Stage ... ... Girls	50	38	12	...								
Middle Stage ... ... Boys	11,983	11,640	343	...	„ Provincial „ ...				9,39,256	8,72,759	66,497	...
Middle Stage ... ... Girls	386	401	...	15	„ District Funds				6,13,419	6,02,207	11,212	...
Total ... Boys	14,179	13,701	478	...	„ Municipal Funds ...				3,32,206	3,40,686	...	8,480
Total ... Girls	436	439	...	3								
Upper Primary Stage * Boys	24,712	24,490	222	..	„ Fees Tuition Fees ...				4,57,394	4,10,959	46,435	...
Upper Primary Stage * Girls	1,170	1,089	81	...	„ Fees Other Fees ...				42,712	37,735	4,977	...
Lower „ „ * Boys	93,341	99,491	...	6,150	„ Other Sources				2,84,408	2,73,748	10,660	...
Lower „ „ * Girls	10,667	10,455	212	...								
Total ... Boys	118,053	123,981	...	5,928								
Total ... Girls	11,837	11,544	293	...								
					Total				28,07,953	26,70,499	1,37,454	...

* Of both Secondary and Primary Schools.

BENGAL SECRETARIAT LIBRARY.

CHAPTER I.

Chapter I. 1.

General Summary.

GENERAL SUMMARY.

	Paras.		Paras.
General Summary of Statistics ...	1—9	Management of Schools by Municipal Boards	23
Expenditure	10—16	Extent to which District Boards fulfil their pecuniary obligations to education	24—25
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Management of Schools by District Boards	22		

1. The table on the opposite page summarizes the statistics of educational institutions of all kinds in the Punjab for the last two years. General Statistics.

2. The number of Public Institutions increased during the year from 2354 to 2408, or by 54; while the number of scholars declined from 151,637 to 146,695, or by 4942. The fall in the scholars was mostly in the elementary classes, and was due to the unusual prevalence of sickness during several months of the year. In the Private Institutions, there was a decline in the number of schools from 7054 to 6836, or by 218, and also in the number of scholars from 108,590 to 104,404, or by 4186. The unhealthiness of the season had here also, no doubt, something to do with the decline; but, as explained in Chapter VIII, I am still inclined to attribute variations in the figures for this class of School mostly to the incompleteness of the returns. Taking both Public and Private Schools together, there are now 9244 of these in the Province, giving instruction to 251,099 scholars, or to about 8·02 in a hundred of the children of a school-going age. Number of institutions and scholars

3. The number of Colleges for University Education is 9—8 Arts Colleges and 1 Medical College—compared with 8 last year, a new Arts College having been opened in connection with the Islámiya School at Lahore. The attendance on the Arts Colleges rose during the year from 534 to 661, or by over 23 per cent. The increase is in the English Colleges only, the number in the Oriental College being stationary at 72. In the Medical College, the number of students increased from 144 to 158. Taking all the Colleges together, the whole number in receipt of a University Education is now 819, or 141 more than last year. Colleges.

4. The number of Secondary Schools for boys rose during the year from 259 to 271, or by 12, and the number of scholars from 48,709 to 48,812, or by only 103. The number of Secondary Schools for girls is one less than last year, or 27; but there is a slight increase from 1878 to 1898 in the scholars. The total of Secondary Schools for both boys and girls is now 298, with 50,710 scholars, of whom 1902 are Europeans. Of the Schools, 129 are Vernacular, 141 Anglo-Vernacular, and 28 Schools for Europeans; and of the scholars, 2246 belong to the High, 12,369 to the Middle, and 36,095 to the Primary stage of instruction, compared with 2099, 12,041, and 36,447, respectively, in the previous return. Secondary Schools.

5. The number of Primary Schools for boys has increased from 1733 to 1762, or by 29; but the number of scholars has declined from 88,972 to 83,381, or by 5591. The number of Primary Schools.

Chapter I, 6. General Summary.

Primary Schools for girls rose by 12, or from 313 to 325, with an advance also in the number of scholars from 10,106 to 10,414. Taking both the Boys' and Girls' Schools together, there are now altogether 2087 schools for Primary Education in the Province, attended by 93,795 scholars, of whom 158 are Europeans. As there are 36,095 scholars in the Primary Departments of the Secondary Schools, the total number in Public Schools at the Primary stage of instruction is now 129,890, of whom 25,882 belong to the Upper Primary, and 104,008 to the Lower Primary stage, compared with 25,579 and 109,946, respectively, last year. The fall was wholly in the Lower Primary classes.

Schools for Special Instruction.

6. Besides the ordinary schools summarized above, there are 14 Schools for Special Education in the Province, against 13 last year. These consist of 6 Training Institutions for Male Teachers, 1 Medical School, 1 Law School, 1 Veterinary School, 1 School of Art, and 4 Industrial Schools. The increase was in a new Industrial School of elementary character. The attendance on all the Special Schools rose from 1294 to 1371, of whom 8, belonging to the Medical School, are females. As explained in previous reports, there are, at present, no Special Schools for the training of Female Teachers; but there are 11 young women, not included in the above figures, in attendance on what are called Normal Classes attached to a few of the ordinary Girls' Schools, with the view to becoming Teachers.

Management of the Public Institutions.

7. Of the 2408 Public Institutions now returned, 22 are managed by Government, 2072 are under Local Boards, and 314 under Private Management—265 of the last being Aided, and 49 Unaided Schools. The Government Institutions consist of an Arts College, a Medical College, ten of the Schools for Special Instruction, five Model Schools attached to the Training Institutions, the Lawrence Military Asylums at Sanáwar and Murree, and the Anglo-Arabic School at Delhi. The number of scholars in the institutions managed by Government is 3313, or a little over 2 per cent. of the total; in Board Schools there are 118,785 scholars, or 81 per cent.; and in the Schools under Private Management, 24,597 scholars, or nearly 17 per cent.

Private Institutions.

8. Of the 6836 Private Institutions, all but 373 are Indigenous Schools properly so called, 5811 being for males, and 1025 for females; and of the aggregate return of scholars, 91,887 are boys, and 12,517 girls. Of the Indigenous Schools proper, 660, with 7677 scholars, are Advanced Institutions teaching Arabic or Persian and Sanskrit; 1513, with 34,660 scholars, are Elementary Schools teaching mostly a Vernacular language only; and 4290, with 49,101 scholars, are institutions for elementary religious instruction by rote. It is doubtful whether the education given in these purely Indigenous Schools is of much practical worth; but the Elementary Vernacular Schools are more and more adapting themselves to the simple requirements for grants. The 373 schools, returned as Other Schools not conforming to Departmental Standards, include 2 Private Schools for Europeans, and aim at imparting a useful general education. From these and the Elementary Vernacular Schools, 651 schools, with 24,517 scholars, were examined for grants during the past year, being an increase of 69 schools and 910 scholars on the last return.

Classification of scholars according to race or creed.

9. In Public Institutions, the scholars are distributed according to race or creed, thus,—Hindús 86,624, Muhammadans 56,600, Native Christians 1040, Others 360, Europeans 2071; in Private Institutions, Hindús 31,921, Muhammadans 70,752, Native Christians 855, Others 845, Europeans 31. In Public Institutions, the proportion of Hindú to Muhammadan scholars is roundly

100 : 65; in Private Institutions it is 45 : 100; and in both together, or in the grand total under instruction, it is 93 : 100, as against 79 : 100 of relative population. The proportion in favour of Muhammadan scholars in Private Institutions is due to the very large attendance of these on schools for religious instruction. The useful Elementary Vernacular Schools are mostly attended by Hindús; but it is noticeable, on the other hand, that, in the new class of Other Schools, the Muhammadans take the lead.

Chapter I, 10. General Summary.

10. The whole departmental expenditure for the year was Rs. 28,07,953, or an increase of Rs. 1,37,454 on the return of the previous year. The *direct* expenditure—that is, expenditure on tuition—amounted to Rs. 17,66,224, or Rs. 89,035 more than last year; and the *indirect* expenditure—that is, expenditure on Direction, Inspection, Scholarships, Buildings, &c.—was Rs. 10,41,729, or an increase of Rs. 48,419. The rise in direct expenditure is distributed pretty evenly over all the classes of Public Institutions; that in indirect expenditure was mainly on Buildings, Furniture, and Miscellaneous charges explained below. Of the total expenditure, 62·9 per cent. was *direct*, and 37·09 *indirect*, or about the same proportion as last year.

Expenditure.

11. The direct expenditure on University Education was Rs. 2,01,649, or Rs. 16,528 more than in the previous year, the Arts Colleges showing a rise of Rs. 4,629, and the Medical College of Rs. 11,899, owing to an addition to the staff.

Analysis of Direct Expenditure.

In Boys' Schools for General Education, the expenditure was Rs. 12,14,801, or an increase of Rs. 33,697. The rise was—in Secondary Schools, Rs. 23,288, and in Primary Schools, Rs. 10,409. In Girls' Schools, the expenditure rose by Rs. 27,241 to Rs. 2,05,918, the increase on Secondary Schools being Rs. 17,724, and on Primary Schools, Rs. 9,517. In both kinds of schools, the rise was chiefly due to the increased number of schools and improved equipment; in the Girls' Secondary Schools, to the latter cause only. The total direct expenditure on Schools for General Education was Rs. 14,20,719.

The expenditure on Schools for Special Education rose by Rs. 11,569 to Rs. 1,43,856. Of this amount, Rs. 58,826 were spent on the Training Institutions for Teachers, and Rs. 85,030 on the other Schools for Professional and Technical Instruction. Of the increased expenditure, Rs. 1,246 fell to the Training Institutions; and the remainder, or Rs. 10,323, was pretty equally shared by the other schools.

12. Indirect expenditure is given in the General Summary under the two heads of Scholarships and 'Other Charges.' On Scholarships the expenditure was Rs. 1,43,709, or Rs. 4,629 more than last year, the rise being chiefly in the Colleges and Special Schools. The details under the head of 'Other Charges,' which amount to Rs. 8,98,020, or an increase of Rs. 43,790, are given below :—

Analysis of Indirect Expenditure.

	1892-93.	1891-92.	Increase	Decrease.
	Rs.	Rs.	Rs.	Rs.
(1). Buildings	3,48,674	3,40,334	8,340	...
(2). Furniture and Apparatus	57,039	44,580	12,459	...
(3). University	63,480	65,375	...	1,895
(4). Direction	42,531	39,872	2,659	...
(5). Inspection	1,65,150	1,65,432	...	282
(6). Miscellaneous	2,21,146	1,98,637	22,509	...
Total ...	8,98,020	8,54,230	43,790	...

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The increase was on Buildings, Furniture and Apparatus, Direction, and Miscellaneous Charges. The enhanced expenditure on Buildings, although there was less than usual done in this direction as regards Schools for Natives, was due to the new Barracks still in course of erection at the Lawrence Military Asylum, Sanáwar, on which alone Rs. 1,79,898 was spent during the year. The increase on Furniture and Apparatus was mostly on account of Appliances for teaching Physical Science and Gymnastics, which have now been more widely supplied. The small rise on Direction was due to increments of salary. The considerable increase under Miscellaneous was mostly owing to the enhanced grants earned by Private Schools claiming inspection, and to charges on account of Boarding Houses and Athletic Tournaments.

Expenditure from Imperial Revenues.

13. The expenditure from Imperial Revenues for the year amounted to Rs. 1,38,558, or an increase of Rs. 6,153. This expenditure is principally on the Lawrence Military Asylum, Sanáwar. It also includes a grant to the Veterinary School at Lahore. In the General Table prescribed for Educational Charges, this expenditure is shown under the head of Other Sources, and is discriminated by marginal notes. The increase was due partly to a rise in the Boarding expenditure of the Sanáwar Asylum, and partly to an enhancement of the grant to the Veterinary School.

Expenditure from Provincial Revenues.

14. There is an increase of Rs. 66,497 in the expenditure from Provincial Revenues, the total of which now stands at Rs. 9,39,256, or 33·4 per cent. of the total. The increase was due to Rs. 13,190 of extra cost on the Medical College, to Rs. 19,016 on Secondary and Special Schools, to Rs. 33,807 on Buildings, and the remainder chiefly to the rise on Scholarships and Direction already referred to, occasional small decreases coming in to square the account.

Expenditure from District and Municipal Funds.

15. The expenditure from District Funds, which is now Rs. 6,13,419, or nearly 22 per cent. of the total, shows a rise of Rs. 11,212 on the previous year. The increase was mainly on grants to Indigenous Schools, and on account of Sports' Tournaments in connection with the encouragement of Physical Training. The expenditure from Municipal Funds was Rs. 3,32,206, or 11·8 per cent. of the total, which is Rs. 8,480 less than last year. The fall was chiefly in expenditure on Secondary Schools on account of enhanced fees, and on Buildings.

Expenditure from Other Sources.

16. The expenditure from 'Other Sources' rose during the year by Rs. 10,660, and now stands at Rs. 2,84,408, or a little over 10 per cent. of the total. This expenditure is made up of Subscriptions and Endowments in support of the Aided Institutions. The rise was mostly due to increased Boarding House expenses; and the total represents the pecuniary contribution from Private Sources to the cause of public instruction.

Fees.

17. The income from Fees for the year amounts to Rs. 5,00,106, or Rs. 51,412 more than in the previous year, and is now equal to 17·8 per cent. of the whole expenditure on education. The rise extended to all classes of institutions, except the School of Art and the High Schools for girls. There is also a rise in the fees for admission to the University Examinations, returned under the head of Other Fees. There was no increase in the fee rates for last year; and the rise was to some extent due to the new regulation fixing the grades of fees to be applied according to the income of the parents.

Examination results.

18. The following table compares the number of successful candidates in the various University and Departmental Examinations for the last two years:—

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General Summary.

	Number of successful Candidates.			
	1892-93.	1891-92.	Increase.	Decrease.
1. Master of Arts Examination	7	2	5	...
Master of Oriental Learning	1	1	...	...
2. Bachelor of Arts	51	45	6	...
Bachelor of Oriental Learning	3	4	...	1
3. Intermediate ... Arts ... Calcutta	2	8	...	6
Arts ... Punjab	127	152	...	25
Oriental, Punjab	2	6	...	4
4. Entrance Examination, Calcutta ... Boys	23	38	...	15
Entrance Examination, Calcutta ... Girls	2	1	1	...
5. Ditto Punjab, and similar Standard Examinations. English ... Boys	(a)750	599	151	...
Ditto Punjab, and similar Standard Examinations. English ... Girls	1	3	...	2
Ditto Punjab, and similar Standard Examinations. Vernacular Boys	11	6	5	...
6. Middle School and similar Standard Examinations. English ... Boys	1,326	1,766	...	440
Middle School and similar Standard Examinations. English ... Girls	56	51	5	...
Middle School and similar Standard Examinations. Vernacular Boys	1,068	1,219	..	151
Middle School and similar Standard Examinations. Vernacular Girls	14	23	...	9
7. Upper Primary and 4th Standard Examinations. Boys	7,711	8,147	...	436
Upper Primary and 4th Standard Examinations. Girls	297	279	18	...
8. Lower Primary and 2nd Standard Examinations. Boys	11,882	11,954	...	72
Lower Primary and 2nd Standard Examinations. Girls	585	647	...	62

(a). Includes 31 of those who passed the Calcutta Entrance Examination.

In the Degree Examinations, except on the Oriental side, there is a marked increase in the number of successes. In the Intermediate Examination, both on the Arts and Oriental side, there is a decline, although the percentage of successes was favourable enough. The returns for the Calcutta Examinations are naturally on the decrease. The passes by the Punjab Entrance and similar Standard Examinations are a striking advance on the previous year, with a fall, however, on the girls' side. In the Middle School Examination, the fall, except for the girls on the Anglo-Vernacular side, is very great. The cause is attributed to the application of a higher standard than usual in valuing the answers in some subject; but it was also, no doubt, partly due to the unhealthiness of the season. In both the Primary Examinations there was also a decline, except for the girls in the Upper Primary; but the cause which thinned the classes would be sufficient to account for even a greater decline in this respect.

Moral training, conduct, and discipline.

19. The importance of influencing the characters and manners of the scholars, as well as their intellects, continues to be kept prominently before the Schools and Colleges; and, although the advance in this direction may not be easily gauged, it is believed that good is being done. In all classes of institutions, the conduct of the scholars is generally well spoken of; and the discipline and tone of the schools are said to be "decidedly better than formerly, and improving every year."

Physical training.

20. Physical training continues to receive more and more attention. During the past year, a good deal of progress was made in the provision of Gymnastic Teachers, in the introduction of the prescribed courses of Drill and Athletics into the schools, in the encouragement of games, and in the organizing of competitions and tournaments. The Schools, in this respect, are said to be leaving the Colleges behind; and yet the latter might be expected to have a good play-ground record quite as much as the former.

General progress during the year.

21. From what has been said in the preceding paragraphs, although the numbers have somewhat declined in both Public and Private Institutions, it may, I think, fairly be concluded that the past year was, on the whole, one of progress. The number of Public Schools has increased; more Private Schools have been

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brought under the influence of the Department; the examination results were generally favourable; the fee receipts have greatly risen; the teaching is gradually becoming more efficient; increased attention was given to moral and physical instruction; and private enterprise in education has continued to expand. The state of Female Education is not yet encouraging; but, even here, with increased numbers in the higher classes and improving examination results, there is ground for hope. Making allowance for the unusual sickness that prevailed in the autumn, the advance was probably as satisfactory as was to be expected.

Management of Schools by District Boards.

22. As many as 1750 schools, mostly Village Schools, with 84,321 scholars, are under the control of District Boards; and on the efficiency of the management by these bodies must depend, in great measure, the progress of elementary education in the villages. The more enlightened members of the Boards continue to take a helpful personal interest in the schools within their jurisdiction; but, except in a very few cases, the responsible management of the schools rests, not with the Boards, but with the Deputy Commissioner. The District Boards are required to give their formal sanction to the measures proposed; but these measures emanate from the Deputy Commissioner, usually at the suggestion of the Inspector of Schools, or the District Inspector. Occasionally, the Deputy Commissioner delegates the management of the schools to an Assistant or an Extra Assistant Commissioner. The opinion of the Inspecting Officers, without exception, is that the management of the District Board Schools, on the lines explained, is generally satisfactory. In a number of cases, where the District Officers take a personal interest in the matter, it is eminently so. Where the official guidance is to any considerable extent withdrawn, the result is that the unenlightened majority of the Boards have their way, business is blocked, and the pressing wants and interests of the schools, as well as the suggestions of the Department regarding these, are neglected. But this, fortunately, happens rarely.

Management of Schools by Municipal Boards.

23. It is a good deal different with regard to Municipal Board Schools, which are 322 in number, mostly Anglo-Vernacular Town Schools, with 34,464 scholars. Here there is more independence; and, in many cases, the entire management of the schools falls to the Boards. The schools under the Minor Municipalities are managed much as the District Board Schools; and this management is said to be also satisfactory, as a rule. But the Principal Municipalities have practically the entire control of their schools; and it is here that doubt prevails in the public mind as to whether the new departure is a success. According to the Inspectros' reports, a few schools are well managed; others are fairly so; but, in not a few instances, either the duties and responsibilities are not realized, or they are ignored. Even in the best cases, there is slackness in attending to the wants of the schools, much delay in informing Inspectors of their decisions in educational matters as required by the regulations, and little regard for the spread of education among the people. The Delhi Inspector singles out the Municipalities of the Gurgáon District and that at Pánípat as specially indifferent. The Jullundur Inspector refers to the Committees at Hoshiárpur and Ferozepore as not much interested in their schools, to the Kartárpur Committee as unfit to manage theirs, and to the factious spirit prevailing in the Committee at Jagráon, which has led to the opening of an opposition school at the instigation of one of the members. The Ráwalpindi Inspector notices a number of circumstances, which give rise to disagreements in the schools, and harm to the cause of education. Nevertheless, a more

active spirit is, I believe, being awakened; and with this properly directed, as is already occasionally the case, much good might be expected to accrue to the schools.

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General Summary.

Extent to which District Boards fulfil their pecuniary obligations to education.

24. The statement given on pages 10 and 11 will show to what extent the various District Boards fulfilled their obligations with regard to educational expenditure during the past year. It is laid down that, as a rule, District Boards should spend on education, exclusive of charges on buildings, not less than *twenty-five* per cent. of their annual income, not including grants for the same object, nor fees. From columns 8 and 9 of the statement, it will be seen that the total budget provision for all the Districts fell short of the minimum that might be required by Rs. 87,626, or Rs. 21,672 less than last year, and from column 17, that the gross expenditure was Rs. 27,893 less than the budget provision. There was thus spent by District Boards on their schools, Rs. 1,15,519 less than they might have been called upon to spend. Comparing columns 23, 24, and 25, it will be found that the net expenditure—that is, the expenditure from the bare *twenty-five* per cent. item in column 7—was Rs. 19,175 more than last year, and Rs. 95,329 in excess of that expenditure before localization. It was, however, less than what might have been required by Rs. 1,16,155. From columns 15 and 16 of the second section of the table, it will be seen that the budget provision for Primary Education fell short of what might be required by Rs. 63,968.

Obligation of District Boards considered by Circles and Districts.

25. If the discharge of this obligation be considered by Circles, it will be found that the gross expenditure, compared with what might have been required, was, for the Lahore Circle, 88 per cent.; for the Jullundur and Ráwalpindi Circles, 87 per cent. each; for the Deraját Circle, 83 per cent.; and for the Delhi Circle, 73 per cent. If the Districts be compared in this respect, leaving Simla out as having almost nothing to spend on education, the Jullundur, Ludhiána, Amritsar, Gujránwála, Ráwalpindi, and Dera Ghází Khán Districts head the list with more than the minimum; the Jhelum, Muzaffargarh, Delhi, and Hazára Districts follow, with over 90 per cent.; and the Gujrát, Hoshiárpur, Siálkot, Bannú, Karnál, Sháhpur, and Pesháwar Districts, with between 80 and 90 per cent. The Hissár District spends only 40 per cent. of what might be required, and the Kohát District, only 34 per cent.

Extent to which Municipal Boards fulfil their pecuniary obligations to education.

26. The minimum amount which Municipal Boards may be required to spend on education, not including buildings, is *ten* per cent. of the annual income, making the same exclusions as for District Boards; and the table, which extends from page 12 to 21, will show to what extent the Municipal Boards fulfilled their obligations in this respect during the past year. From columns 7 and 8 it will be seen that the total budget provision for all the Municipalities fell short of what might have been required by Rs. 1,52,234, or by Rs. 33,142 less than last year, and from column 9, that the actual gross expenditure was less than the budget provision by Rs. 27,558. The total gross expenditure was, therefore, Rs. 1,79,792 less than might have been required. It was, however, a little higher than last year, though nothing like in proportion to the rise in fee receipts. Comparing columns 14, 15, and 16, it will be found that the net expenditure was Rs. 15,360 more than last year, owing to the reduced grants from Provincial Revenues recently revised, and Rs. 29,814 more than was expended before the localization of the schools. The net expenditure is still Rs. 1,80,110 less than the minimum that might be required, which is a margin sufficient for a considerable expansion of educational effort.

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General Summary.

Statement of Expenditure on Education

1	2	3	4	5	6	7	8	9	10	11	12
	Budget Provision for Education.								Budget		
Districts.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Twenty-five per cent. of District Fund income, exclusive of the items in columns (2), (3), (4), (5), and (6).	Total of preceding columns, being the minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.	Grants made by Government for Primary Schools.	Contributions from Municipal Funds for Primary Schools.	Subscriptions and Endowments.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
1. Hissár	...	...	168	...	550	25,977	26,695	12,309	...	...	...
2. Rohtak	216	...	...	...	1,000	24,832	26,048	21,489	216	...	...
3. Gurgáon	...	...	...	...	1,500	29,661	31,161	26,218	...	...	...
4. Delhi	180	702	250	...	1,150	23,682	25,964	21,261	180	..	...
5. Karnál	400	...	...	...	900	19,075	20,375	19,626	400	...	...
6. Umballa	400	...	...	50	2,900	32,716	36,066	30,784	400	...	...
7. Simla	234	...	...	156	60	413	863	1,472	234	...	63
Total Delhi Circle ...	1,430	702	418	206	8,060	1,56,356	1,67,172	1,33,159	1,430	...	63
8. Kángra	337	...	...	240	980	24,001	25,558	17,592	337	...	240
9. Hoshiárpur ...	360	...	...	96	3,810	36,216	40,482	41,808	360	...	96
10. Jullundur	180	594	312	...	2,450	33,503	37,039	37,039	180	...	...
11. Ludhiána	288	...	...	...	3,730	26,633	30,651	31,336	288	...	...
12. Ferozepore ...	300	...	...	...	2,010	29,280	31,590	28,974	300	...	...
Total Jullundur Circle,	1,465	594	312	336	12,980	1,49,633	1,65,320	1,56,749	1,465	.	336
13. Jhang	300	...	...	108	580	13,979	14,967	10,570	300	...	...
14. Montgomery ...	...	...	...	396	641	13,888	14,925	11,300	72	...	...
15. Lahore	180	648	...	...	1,400	23,380	25,608	21,712	180	..	...
16. Amritsar	400	...	...	...	6,100	22,225	28,725	30,000	400	..	...
17. Gurdáspur	252	...	...	...	3,200	38,162	41,614	34,884	252	...	...
18. Gujránwála ...	400	...	200	100	3,700	16,650	21,050	21,819	400	84	...
Total Lahore Circle,	1,532	648	200	604	15,621	1,28,284	1,46,889	1,30,285	1,604	84	...
19. Siálkot	...	...	210	250	3,400	36,130	39,990	34,881	...	...	50
20. Gujrát	...	...	460	120	2,400	16,757	19,737	18,796	...	...	...
21. Sháhpur	400	...	67	...	3,000	17,771	21,238	16,434	400	45	..
22. Jhelum	180	..	96	...	3,500	16,572	20,348	20,100	180	...	...
23. Ráwalpindi ...	400	460	...	...	1,700	21,033	23,593	23,526	400	...	...
24. Hazára	...	...	...	...	200	7,220	7,420	6,468	...	...	...
25. Peshávar	...	144	...	...	200	18,960	19,304	17,070	...	...	...
26. Kohát	158	...	...	...	50	6,815	7,023	2,710	158	...	...
Total Ráwalpindi Circle	1,138	604	833	370	14,450	1,41,258	1,58,653	1,39,985	1,138	45	50
27. Mooltan	400	...	192	...	700	24,011	25,303	19,910	400	...	...
28. Bannú	400	...	...	...	120	11,996	12,516	10,776	400	...	...
29. Dera Isma'íl Khán	220	216	...	...	90	14,615	15,141	11,772	220	...	...
30. Dera Ghází Khán ..	400	...	352	...	140	10,032	10,924	12,240	400	...	..
31 Muzaffargarh ...	400	...	...	...	100	12,732	13,232	12,648	400	...	...
Total Deraját Circle,	1,820	216	544	...	1,150	73,386	77,116	67,346	1,820	...	...
Grand Total for the Punjab ...	7,385	2,764	2,307	1,516	52,261	6,48,017	7,15,150	6,27,524	7,457	129	449

from District Funds.

13	14	15	16	17	18	19	20	21	22	23	24	25
Provision for Primary Schools.				Actuals for Education.								
Amount of fees as estimated.	Fifteen per cent. of the District Fund income, exclusive of the items in columns (10), (11), (12), and (13).	Total of preceding columns, being the minimum provision that may be required by Government for Primary education.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.	Gross expenditure during the school year other than that on School buildings.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended on all educational items except School buildings.	Net amount expended during the previous year.	Net amount expended before localization, i.e., in 1885-86.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
550	15,586	16,136	8,504	10,699	...	...	168	30	481	10,020	9,964	8,141
700	14,899	15,815	11,160	20,258	216	...	...	...	1,171	18,871	16,787	16,209
700	17,797	18,497	15,208	22,670	...	...	...	...	1,858	20,812	23,102	21,274
550	14,442	15,172	12,096	23,693	180	729	504	...	1,030	21,250	19,104	16,907
500	11,505	12,405	11,136	16,839	400	...	...	...	833	15,606	15,532	11,641
1,300	19,630	21,330	17,355	26,828	400	...	...	...	2,435	23,092	23,169	24,072
60	248	605	1,307	1,249	234	...	...	155	143	717	783	1,096
4,360	94,107	99,960	76,766	1,22,236	1,430	729	672	185	7,951	1,11,269	1,08,441	99,340
270	14,507	15,354	8,367	20,002	337	...	22	513	1,271	17,859	16,149	12,340
3,000	22,668	26,124	23,586	35,704	360	...	...	48	3,204	32,092	31,294	22,711
1,700	20,350	22,230	22,729	37,550	180	594	482	150	2,532	33,612	35,644	29,079
1,700	16,284	18,272	15,449	31,251	288	...	...	120	3,854	26,989	28,227	21,723
820	17,746	18,866	15,645	20,167	300	...	...	...	1,829	18,038	18,703	14,430
7,490	91,555	1,00,846	85,776	1,44,674	1,465	594	504	831	12,690	1,28,590	1,30,017	1,00,283
350	8,438	9,088	5,679	11,502	...	...	...	97	742	10,663	8,374	8,883
500	8,400	8,972	5,274	10,536	...	...	51	...	709	9,776	8,401	5,597
700	14,230	15,110	10,019	19,899	180	648	...	...	1,293	17,778	18,519	15,975
2,600	13,333	16,333	17,990	33,276	400	...	768	...	5,874	26,234	25,331	21,993
2,700	22,897	25,849	24,349	31,998	252	...	...	...	2,240	29,506	28,854	25,340
3,000	9,990	13,474	14,750	22,116	400	...	183	570	4,464	16,499	15,599	14,477
9,850	77,288	88,826	78,061	1,29,327	1,232	648	1,002	667	15,322	1,10,456	1,05,078	92,265
2,400	21,890	24,340	20,507	34,391	...	...	206	214	3,223	30,748	27,082	22,168
1,600	10,261	11,861	10,779	17,531	...	...	145	64	2,526	14,796	13,796	15,107
1,000	10,966	12,411	10,336	17,570	400	...	67	...	2,654	14,449	13,719	8,292
1,300	9,944	11,424	11,765	19,812	180	...	96	...	4,119	15,417	14,678	15,255
800	12,824	14,024	17,481	24,114	400	460	...	...	1,834	21,420	20,046	16,129
85	4,333	4,418	4,808	6,753	...	...	...	...	244	6,509	5,998	6,054
100	11,412	11,512	9,220	16,020	...	144	...	...	204	15,672	14,398	10,622
50	4,080	4,297	1,710	2,437	158	...	...	...	34	2,245	1,878	1,289
7,335	85,719	94,287	86,615	1,38,629	1,138	604	514	278	14,838	1,21,256	1,11,535	94,916
350	14,459	15,209	13,050	19,044	400	...	192	...	643	17,809	16,178	15,425
10	7,198	7,608	6,665	10,474	400	...	...	...	114	9,960	9,113	8,407
90	8,985	9,295	5,690	10,977	220	216	...	...	70	10,471	10,783	7,519
40	6,087	6,527	6,611	12,074	400	...	352	...	87	11,235	11,474	10,280
65	7,639	8,104	7,460	12,197	400	...	...	...	81	11,716	10,968	8,998
555	44,368	46,743	39,476	64,766	1,820	216	544	...	995	61,191	58,516	50,629
29,590	3,93,037	4,30,662	3,66,694	5,99,631	7,085	2,791	3,236	1,961	51,796	5,32,762	5,13,587	4,37,433

Chapter I, 26-27.

General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
Hissár	Bhiwáni	2,625	...	...	1,590	4,678	8,893	6,982
	Sirsa	1,905	...	...	800	2,182	4,887	3,822
	Minor	35	570	...	1,871	3,590	6,066	5,285
	Total Hissár ...	4,565	570	...	4,261	10,450	19,846	16,089
Rohtak	Rohtak	2,254	312	...	2,173	1,040	5,779	6,094
	Minor	508	3,417	...	2,059	2,693	8,677	10,290
	Total Rohtak ...	2,762	3,729	...	4,232	3,733	14,456	16,384
Gurgáon	Rewári	4,620	799	...	4,500	3,088	13,007	13,227
	Minor	...	1,845	...	710	2,542	5,097	4,906
	Total Gurgáon	4,620	2,644	...	5,210	5,630	18,104	18,133
Delhi	Delhi	14,336	...	...	6,500	38,714	59,550	31,600
	Minor	300	1,569	...	950	1,969	4,788	2,911
	Total Delhi ...	14,636	1,569	...	7,450	40,683	64,338	34,511
Karnál	Karnál	1,821	180	...	1,566	2,603	6,170	7,013
	Minor	165	1,080	...	1,750	4,113	7,108	7,828
	Total Karnál ...	1,986	1,260	...	3,316	6,716	13,278	14,841
Umballa	Umballa	2,205	...	203	2,000	3,770	8,178	8,363
	Jagádhrí	3,479	...	...	2,000	1,880	7,359	8,121
	Minor	672	2,016	...	2,290	3,675	8,653	9,633
	Total Umballa ...	6,356	2,016	203	6,290	9,325	24,190	26,117
Simla	Simla	1,662	...	502	1,780	25,033	28,977	5,670
	Total Simla ...	1,662	...	502	1,780	25,033	28,977	5,670
	Total Principal ...	34,907	1,291	705	22,909	82,988	1,42,800	90,892
	Total Minor ...	1,680	10,497	...	9,630	18,582	40,389	40,853
	Grand Total, Delhi Circle	36,587	11,788	705	32,539	1,01,570	1,83,189	1,31,745

from Municipal Funds.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, i.e., in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	
6,502	2,625	...	...	1,649	2,228	2,679	1,383	
3,840	1,905	...	..	1,005	930	727	1,624	
5,713	35	570	...	2,022	3,086	2,246	1,953	
16,055	4,565	570	..	4,676	6,244	5,652	4,960	
5,585	2,254	312	...	2,747	272	408	584	
9,706	508	3,417	...	2,474	3,307	3,382	2,806	
15,291	2,762	3,729	...	5,221	3,579	3,790	3,390	
12,175	4,620	799	..	4,515	2,241	2,318	2,751	
4,478	..	1,845	...	675	1,958	2,327	1,765	
16,653	4,620	2,644	...	5,190	4,199	4,645	4,516	
31,757	14,336	...	...	6,419	11,002	9,979	9,223	
5,761	300	2,023	...	1,180	2,258	1,348	1,400	
37,518	14,636	2,023	..	7,599	13,260	11,327	10,623	
6,222	1,821	180	...	1,648	2,573	609	1,014	
7,626	165	1,080	...	2,288	4,093	3,891	3,563	
13,848	1,986	1,260	...	3,936	6,666	4,500	4,577	
6,120	2,205	...	208	1,965	1,747	1,799	526	
8,011	3,479	...	...	2,266	2,266	1,951	1,035	
7,800	672	1,031	...	2,094	4,003	3,548	2,481	
21,931	6,356	1,031	208	6,325	8,016	7,298	4,042	
5,548	1,662	...	502	2,035	1,349	−171	1,107	
5,548	1,662	..	502	2,035	1,349	−171	1,107	
85,760	34,907	1,291	705	24,249	24,608	20,299	19,247	
41,084	1,680	9,966	...	10,733	18,705	16,742	13,968	
1,26,844	36,587	11,257	705	34,982	43,313	37,041	33,215	

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General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
Kángra	Núrpur	2,990	...	...	673	642	4,305	4,916
	Minor	...	...	...	...	1,399	1,399	276
	Total Kángra ...	2,990	...	...	673	2,041	5,704	5,192
Hoshiárpur ...	Hoshiárpur	8,502	...	...	5,500	3,233	17,235	14,441
	Minor	...	3,808	...	4,358	2,271	10,437	10,048
	Total Hoshiárpur ...	8,502	3,808	...	9,858	5,504	27,672	24,489
Jullundur	Jullundur	6,018	54	300	4,100	5,339	15,811	12,891
	Ráhon	3,388	240	...	1,800	706	6,134	5,436
	Minor	691	3,600	...	3,460	3,738	11,489	12,249
	Total Jullundur ...	10,097	3,894	300	9,360	9,783	33,434	30,576
Ludhiána ...	Ludhiána	5,335	1,800	...	4,025	11,817	22,977	19,450
	Minor	...	1,439	...	2,272	2,382	6,093	6,972
	Total Ludhiána ...	5,335	3,239	...	6,297	14,199	29,070	26,422
Ferozepore ...	Ferozepore	2,583	1,440	...	3,500	3,961	11,484	11,396
	Minor	...	1,230	...	1,000	4,179	6,409	4,640
	Total Ferozepore ...	2,583	2,670	...	4,500	8,140	17,893	16,036
	Total Principal ...	28,816	3,534	300	19,598	25,698	77,946	68,530
	Total Minor ...	691	10,077	...	11,090	13,969	35,827	34,185
	Grand Total Jullundur Circle	29,507	13,611	300	30,688	39,667	1,13,773	1,02,715

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i. e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
4,775	2,990	34	9	689	1,053	866	1,084	
374	...	15	...	...	359	267	1,621	
5,149	2,990	49	9	689	1,412	1,133	2,705	
13,900	8,502	108	...	6,683	—1,393	—1,414	952	
10,261	...	3,536	...	4,323	2,402	1,112	1,549	
24,161	8,502	3,644	...	11,006	1,009	—302	2,501	
12,138	6,018	54	297	4,385	1,384	2,137	1,957	
5,468	3,388	240	...	2,161	—321	324	408	
11,681	691	3,713	...	3,631	3,646	2,895	3,764	
29,287	10,097	4,007	297	10,177	4,709	5,356	6,129	
18,097	5,335	1,800	29	4,150	6,783	5,922	5,243	
7,115	...	1,356	...	2,474	3,285	3,345	3,082	
25,212	5,335	3,156	29	6,624	10,068	9,267	8,325	
10,685	2,583	1,440	...	4,089	2,573	3,106	2,686	
4,558	...	540	...	1,287	2,731	1,429	2,228	
15,243	2,583	1,980	...	5,376	5,304	4,535	4,914	
65,063	28,810	3,676	335	22,157	10,079	10,941	12,330	
33,989	691	9,160	...	11,715	12,423	9,048	12,244	
99,052	29,507	12,836	335	33,872	22,502	19,989	24,574	

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General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Jhang	Jhang	5,705	245	432	5,400	3,079	14,861	12,700
	Minor	420	50	...	1,400	1,146	3,016	2,816
	Total Jhang ...	6,125	295	432	6,800	4,225	17,877	15,516
Montgomery ...	Montgomery	...	...	...	...	...	...	...
	Minor	360	2,006	...	2,500	1,824	6,690	6,774
	Total Montgomery ...	360	2,006	...	2,500	1,824	6,690	6,774
Lahore	Lahore	1,824	...	...	1,200	37,779	40,803	12,150
	Qasúr	600	846	...	1,800	3,766	7,012	6,141
	Minor	...	1,698	240	1,610	2,285	5,833	5,605
	Total Lahore ...	2,424	2,544	240	4,610	43,830	53,648	23,896
Amritsar... ...	Amritsar	25,339	...	...	8,000	41,270	74,609	54,000
	Minor	...	...	...	150	1,513	1,663	1,820
	Total Amritsar ...	25,339	...	...	8,150	42,783	76,272	55,820
Gurdáspur ...	Gurdáspur	8,167	876	...	7,500	600	17,143	17,143
	Batála	3,318	36	...	3,500	2,341	9,195	8,520
	Minor	900	3,148	...	4,355	2,841	11,244	11,508
	Total Gurdáspur ...	12,385	4,060	...	15,355	5,782	37,582	37,171
Gujránwála ...	Gujránwála	3,929	...	...	2,900	5,177	12,006	13,461
	Wazírábád	...	...	...	...	1,775	1,775	1,757
	Minor	...	996	...	1,025	1,559	3,580	3,413
	Total Gujránwála ...	3,929	996	...	3,925	8,511	17,361	18,631
	Total Principal ...	48,882	2,003	432	30,300	95,787	1,77,404	1,25,872
	Total Minor ...	1,680	7,898	240	11,040	11,168	32,026	31,936
	Grand Total Lahore Circle	50,562	9,901	672	41,340	1,06,955	2,09,430	1,57,808

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
12,961	...	245	596	6,277	5,843	1,255	1,997	
2,928	...	...	...	1,534	1,394	592	959	
15,889	...	245	596	7,811	7,237	1,847	2,956	
..	...	...	...	...	...	...	...	
5,475	360	1,546	...	2,962	607	1,002	2,710	
5,475	360	1,546	...	2,962	607	1,002	2,710	
9,713	1,824	...	...	719	7,170	10,261	4,250	
6,304	600	858	...	2,434	2,412	1,987	2,368	
6,002	...	1,732	264	2,349	1,657	1,870	1,919	
22,019	2,424	2,590	264	5,502	11,239	14,118	8,537	
54,367	25,339	...	...	9,225	19,803	16,766	13,121	
1,775	...	...	...	190	1,585	1,558	1,825	
56,142	25,339	...	...	9,415	21,388	18,324	14,946	
15,178	8,167	438	...	6,159	414	—380	358	
8,207	3,318	18	...	3,456	1,415	1,407	1,890	
11,081	900	3,136	...	4,588	2,457	3,152	4,847	
34,466	12,385	3,592	...	14,203	4,286	4,179	7,095	
12,564	3,929	...	...	3,106	5,529	4,869	3,983	
1,513	...	...	...	...	1,513	1,587	669	
3,168	...	1,143	...	931	1,094	1,138	1,665	
17,245	3,929	1,143	...	4,037	8,136	7,594	6,371	
1,20,807	43,177	1,559	596	31,376	44,099	37,752	28,636	
30,429	1,260	7,557	264	12,554	8,794	9,312	13,925	
1,51,236	44,437	9,116	860	43,930	52,893	47,064	42,561	

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General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Siálkot	Siálkot	552	920	...	3,800	6,541	11,813	12,102
	Minor	1,212	3,541	...	6,250	2,061	13,064	13,261
	Total Siálkot ...	1,764	4,461	...	10,050	8,602	24,877	25,363
Gujrát	Gujrát	5,653	...	...	4,000	1,739	11,392	10,518
	Minor	...	...	...	...	1,311	1,311	1,100
	Total Gujrát ...	5,653	...	...	4,000	3,050	12,703	11,618
Sháhpur	Bhera	3,874	...	...	3,400	1,375	8,649	8,149
	Minor	..	240	...	2,180	2,650	5,070	5,117
	Total Sháhpur ...	3,874	240	...	5,580	4,025	13,719	13,266
Jhelum	Jhelum	1,590	884	18	4,500	2,388	9,380	7,775
	Minor	600	264	..	2,500	1,929	5,293	3,858
	Total Jhelum ...	2,190	1,148	18	7,000	4,317	14,673	11,633
Ráwalpindi ...	Ráwalpindi	...	...	...	2,400	12,693	15,093	7,937
	Minor	...	279	..	1,240	4,588	6,107	4,371
	Total Ráwalpindi ...	...	279	...	3,640	17,281	21,200	12,308
Hazára	Abbottabad	1,921	...	...	1,200	734	3,855	3,539
	Minor	...	360	...	710	1,674	2,744	3,390
	Total Hazára ...	1,921	360	...	1,910	2,408	6,599	6,929
Pesháwar	Pesháwar	420	...	...	1,550	20,766	22,736	17,301
	Minor	...	...	...	...	...	...	...
	Total Pesháwar ...	420	...	...	1,550	20,766	22,736	17,301
Kohát	Kohát	2,461	...	360	1,500	2,108	6,429	5,260
	Minor	...	...	...	...	...	...	...
	Total Kohát ...	2,461	...	360	1,500	2,108	6,429	5,260
	Total Principal ...	16,471	1,804	378	22,350	48,344	89,347	72,581
	Total Minor ...	1,812	4,684	...	12,880	14,213	33,589	31,097
	Grand Total, Rawalpindi Circle ...	18,283	6,488	378	35,230	62,557	1,22,936	1,03,678

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
ACTUALS FOR EDUCATION								
Gross expenditure during the school year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i.e.*, in 1885-86.	REMARKS.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
11,736	552	898	...	3,984	6,302	7,369	2,211	
12,507	1,212	3,442	6	6,769	1,078	2,582	3,839	
24,243	1,764	4,340	6	10,753	7,380	9,951	6,050	
9,889	5,653	...	...	4,456	-220	479	600	
958	..	...	...	...	958	1,187	241	
10,847	5,653	...	...	4,456	738	1,666	841	
7,794	3,874	...	...	2,499	1,421	1,107	1,162	
5,278	...	240	440	2,371	2,227	1,661	2,066	
13,072	3,874	240	440	4,870	3,648	2,768	3,228	
7,270	1,590	384	18	3,903	1,375	1,069	1,990	
3,833	600	264	...	2,639	330	692	866	
11,103	2,190	648	18	6,542	1,705	1,761	2,856	
6,569	...	...	...	1,730	4,839	4,329	4,343	
4,446	...	279	...	1,491	2,676	2,658	1,262	
11,015	...	279	...	3,221	7,515	6,987	5,605	
3,580	1,921	...	...	1,335	324	372	452	
3,354	...	360	...	952	2,042	1,662	1,465	
6,934	1,921	360	...	2,287	2,366	2,034	1,917	
7,123	420	...	...	2,145	4,558	3,716	1,697	
...	...	...	...	...	...	...	...	
7,123	420	...	...	2,145	4,558	3,716	1,697	
5,287	2,461	..	354	1,781	691	900	742	
...	..	...	...	...	...	...	...	
5,287	2,461	...	354	1,781	691	900	742	
59,248	16,471	1,282	372	21,833	19,290	19,341	13,197	
30,376	1,812	4,585	446	14,222	9,311	10,442	9,739	
89,624	18,283	5,867	818	36,055	28,601	29,783	22,936	

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General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on School buildings.
		Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Mooltan	Mooltan	4,144	390	...	9,550	15,593	29,677	19,886
	Minor	...	1,082	144	731	1,869	3,826	3,857
	Total Mooltan ..	4,144	1,472	144	10,281	17,462	33,503	23,743
Bannú	Bannú	...	..	...	...	...	...	...
	Minor	...	1,950	...	586	4,146	6,682	5,422
	Total Bannú ...	...	1,950	...	586	4,146	6,682	5,422
D. I. Khán	Dera Isma'íl Khán ...	180	432	...	1,518	4,996	7,126	4,894
	Minor	..	1,878	640	255	2,034	4,807	1,938
	Total D. I. Khán ..	180	2,310	640	1,773	7,030	11,933	6,832
D. G. Khán ...	Dera Ghází Khán	2,915	...	280	3,500	6,459	13,154	10,557
	Minor	...	1,476	270	114	2,063	3,923	4,060
	Total D. G. Khán ..	2,915	1,476	550	3,614	8,522	17,077	14,617
Muzaffargarh ...	Muzaffargarh	...	..	..	..	...	..	...
	Minor	300	2,182	..	670	1,747	4,899	4,628
	Total Muzaffargarh ...	300	2,182		670	1,747	4,899	4,628
	Total Principal ...	7,239	822	280	14,568	27,048	49,957	35,337
	Total Minor ..	300	8,568	1,054	2,356	11,859	24,137	19,905
	Grand Total Derajat Circle	7,539	9,390	1,334	16,924	38,907	74,094	55,242
	Grand Total Principal ...	1,36,315	9,454	2,095	1,09,725	2,79,865	5,37,454	3,93,212
	Grand Total Minor ...	6,163	41,724	1,294	46,996	69,791	1,65,968	1,57,976
	GRAND TOTAL FOR THE PUNJAB	1,42,478	51,178	3,389	1,56,721	3,49,656	7,03,422	5,51,188

from Municipal Funds—concluded.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on School buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i. e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
18,653	4,144	341	...	9,333	4,835	4,688	6,049	
4,481	...	973	144	815	2,549	2,691	1,177	
23,134	4,144	1,314	144	10,148	7,384	7,379	7,226	
...	...	...	...	...	...	...	...	
5,557	...	1,950	87	512	3,008	2,555	1,994	
5,557	...	1,950	87	512	3,008	2,555	1,994	
4,458	180	432	...	944	2,902	3,150	1,975	
4,772	...	1,878	640	454	1,800	1,405	1,788	
9,230	180	2,310	640	1,398	4,702	4,555	3,763	
10,281	2,915	...	172	3,579	3,615	3,031	1,531	
3,977	...	1,476	240	126	2,135	1,754	1,200	
14,258	2,915	1,476	412	3,705	5,750	4,785	2,731	
...	...	...	...	...	...	...	...	
4,695	300	2,171	...	831	1,393	1,035	732	
4,695	300	2,171	...	831	1,393	1,035	732	
33,392	7,239	773	172	13,856	11,352	10,869	9,555	
23,482	300	8,448	1,111	2,738	10,885	9,440	6,891	
56,874	7,539	9,221	1,283	16,594	22,237	20,309	16,446	
3,64,270	1,30,610	8,581	2,180	1,13,471	1,09,428	99,202	82,965	
1,59,360	5,743	39,716	1,821	51,962	60,118	54,984	56,767	
5,23,630	1,36,353	48,297	4,001	1,65,433	1,69,546	1,54,186	1,39,732	

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General Summary.

Obligation of Municipal Boards considered by Circles.

27. The Municipalities of the Province spend, on an average, about 74 per cent. of the minimum that might be required, but only 48 per cent. of the net provision. The Principal Municipalities spend, on an average, 67 per cent. of the minimum; whilst the Minor Municipalities spend about 96 per cent.: of the net provision, the former spend only 36 per cent.; the latter, 86. Making a comparison by Circles, the Jullundur Circle has the highest average of gross expenditure, or 87 per cent.; the Deraját Circle follows, with 76 per cent.; the Lahore and Ráwalpindi Circles have 72 per cent. each; and the Delhi Circle has 69 per cent. A good number of the Minor Municipalities spend more than the minimum that might be required; and this is also true of the Principal Municipalities at Karnál, Jagádhrí, Núrpur, and Gujránwála. Siálkot follows close behind with 99 per cent., then Rohtak with 96 per cent., and then Rewárí, Ferozepore, Abbottabad, and Bhera with more than 90 per cent. each. Of the larger Municipalities, not including Simla to which the minimum regulation does not apply, Amritsar spends most liberally on education, with 72 per cent.; Delhi spends 53 per cent., Ráwalpindi 43, Peshâwar 31, and Lahore only 23 per cent. of what might be required. The Hoshiárpur, Ráhon, and Gujrát Municipalities make a net saving on their schools.

Private enterprise in education.

28. Besides the efforts of the Department, an increasing amount continues to be done in furtherance of education by the people themselves, which is a welcome, as well as a hopeful, sign.

In the Delhi Circle, a new school has sprung up in the Umballa Cantonment, called the Hindú-Muhammadan School, under an enlightened Committee, with every prospect, the Inspector says, of success. The Jain Sabhás of Delhi and Hissár have also established schools in their respective towns for the special benefit of the Jain community.

In the Jullundur Circle, the Sanátan Dharm School at Hoshiárpur has been made a Middle School. A Girls' School has been opened at Bajwára, in the Hoshiárpur District, by Sardár Bahádur Amín Chand, alongside of the Middle School for boys maintained by that enlightened gentleman. The members of the Arya Samáj at Jullundur have drafted a scheme for the promotion of Secondary education amongst girls in that city. The Gurú Singh Sabha at Ferozepore have opened a Boys' and a Girls' School for instruction through the medium of Panjábí; and a few Elementary Schools have been opened by private persons in the Kángra District.

In the Lahore Circle, the Daya Nand Anglo-Vedic College has increased its staff, with the view to instructing, in the future, up to the B. A. standard. At Amritsar, Bháí Sant Singh has bequeathed property, with an income of Rs. 50 a month, for the establishment of a school for Sikh children; and the Lower Primary classes have already been opened. The Khálsa College Committee has adopted rules for the management of the College in all its departments; designs for the building have also been approved; and arrangements have been made to open school classes in Amritsar without further delay. The movement on the part of the Rájpúts to have a special College has not yet resulted in anything tangible.

In the Ráwalpindi Circle, an Anglo-Sanskrit School was opened during the year at Bhera in the Sháhpur District. An Anglo-Vernacular Primary School was opened at Abbottabad. The Himáyat-i-Islám School at Peshâwar has been made an Anglo-Vernacular Middle School; an Anglo-Sanskrit Primary

School was opened in the same city under the auspices of the Arya Samáj; also two Girls' Schools, one maintained by the orthodox Hindús, and the other by the Aryas. The Inspector speaks of other movements, and remarks that nothing shows the changed attitude of the people towards education more "than the fact that Unaided Schools are springing up in all directions."

No new movement during the year is recorded from the Deraját Circle; but those previously begun in Mooltan and Dera Isma'íl Khán seem to be prospering.

Chapter II, 29.

Controlling Agencies.

CHAPTER II.

CONTROLLING AGENCIES.

	Paras.		Paras.
Direction	29	District Inspectors	33
Inspectors of Schools	30	District Officers	34
Assistant Inspectors	31	General Educational Conference ...	35
Inspection work	32	Departmental Conference	38

Direction.

29. I remained in administrative charge throughout the year, and, in accordance with the plan that every District should be seen, at least once, every two years, was able to visit all the main educational centres of about half the Province. I was on tour during parts of April, May, October, December, February, and March; but, what with heavy office work, and Committees, University Meetings, and Conferences requiring to be attended in the interests of education, it is hardly possible for the Director to be absent from head-quarters for a lengthened period, at one time.

Inspectors of Schools.

30. In December last, after full thirty years' service, Mr. D. W. Thompson, Inspector of Schools, Ráwalpindi Circle, retired on pension, and was succeeded by Lála Ságar Chand, B. A. With this exception, the charge of the five Inspectional Circles remains as at the end of last year, and now stands as follows:—Mr. J. Harvey in the Delhi Circle; Lála Piyáre Lál in the Jullundur Circle; Mr. T. C. Lewis in the Lahore Circle, and also in charge of the European Schools of the Province; Lála Ságar Chand in the Ráwalpindi Circle; and Maulaví Muhammad Yusaf 'Alí Khán in the Deraját Circle.

Miss F. A. Francis continued in the office of Inspectress of Female Schools throughout the year.

Assistant Inspectors.

31. Among the Assistant Inspectors, a number of changes occurred in the course of the year. In May, Lála Ishar Dás died suddenly of cholera, and was succeeded in the Ráwalpindi Circle by Lála Sheo Lál, B. A. From the 1st of December, Munshí Pír Bakhsh (since deceased) retired from the same Circle, and was succeeded by Lála Shiv Diyál, M. A. In January, Lála Daya Rám, an excellent officer, was obliged to retire on account of ill health, and was succeeded in the Jullundur Circle, pending the reversion to the Department of Lála Amolak Rám, by Lála Fatch Chand, B. A., who had been officiating in the appointment. Bábú Harí Singh and Lála Jaigopál Singh, of the Lahore Circle, went on privilege leave for two-and-a-half months each, consecutively, from the beginning of June to the end of October; and Lála Kundan Lál, B. A., District Inspector, officiated for them. Lála Sheo Lál, of the Ráwalpindi Circle, was on leave from the 3rd October to the 12th November; and Lála Jamíyat Rái, the senior District Inspector of that Circle, officiated for him. Munshí Muhammad Ashraf, B. A., Personal Assistant to the Additional Inspector, Deraját Circle, also went on leave for a month, but no substitute was appointed. Lála Nand Kishor, B. A., remained at work in the Delhi Circle throughout the year.

Inspection work.

32. According to the regulations of the Code, Inspectors are required, during the winter, to visit, as far as possible, all the Secondary Schools in their Circles, and as many of the Primary Schools as may come in their way, and, in the summer, at least all the High Schools. Assistant Inspectors have to visit all the

Primary Schools in the winter, holding detailed examinations by the various standards, and, in the summer, such Anglo-Vernacular Secondary Schools as have not been seen by the Inspector. With trifling exceptions, these regulations were fully complied with during the past year; and, as usual, the inspection work of both the Inspectors and their Assistants was thoroughly careful and efficient. From an analysis of the touring returns of the Inspectors, a good deal of difference seems to exist in the practice of the Circles; for the days on tour vary from 160 to 268, and the number of schools examined, from 84 to 145. With the Assistant Inspectors, this difference is even more marked, the days on tour varying from 179 to 281, and the number of schools examined, from 183 to 517. In the Lahore and Ráwalpindi Circles, with two Assistant Inspectors each, the average number of schools examined by each Assistant was 284; whereas in the Delhi and Jullundur Circles, with but one Assistant each, the number of schools examined by each Assistant averaged 464. When the schools are so many, the system of examining by centres has to be more extensively resorted to, at the risk of diminished thoroughness; and, as remarked last year, the question of having to provide two more Assistant Inspectors will soon have to be considered. The Inspectors again speak in high terms of the zeal and ability of their Assistants, which have my warm acknowledgments; and I am also indebted to the former for very cordial support throughout the year.

Chapter II, 33. Controlling Agencies.

The work of the Inspectress of Schools, because of the amount of travelling entailed in the winter months, is very heavy. She has to visit all the Girls' Schools in the Province, that are within Municipal or Cantonment limits and open to inspection; and the cheerfulness with which Miss Francis continues to do this, as well as the carefulness of her inspections, are worthy of commendation. During the past year, by economizing more her journeys in each direction, she was able to visit more schools away from the line of railway than previously; and the only remaining large stations will probably be reached next year.

33. District Inspectors of Schools are required to visit the Board Schools within their jurisdiction at least twice a year, and the Indigenous Schools in receipt of grants at least once; and the reports of the Inspectors in this behalf are generally satisfactory. In the Delhi Circle, the visitation in the Karnál District was deficient; in the Lahore Circle, the same was the case in the Gurdáspur District, the District Inspector having been since transferred to a smaller District; in the Ráwalpindi Circle, the visitation in the Pesháwar District was decidedly short; and in the Deraját Circle, there was a want of search and thoroughness in the Bannú District. Otherwise, much satisfaction appears to have been given; and the work of several is specially commended. Where the District Inspector adds tact to efficiency and energy, it is difficult to over-estimate his usefulness; for he then becomes the trusted adviser of the Deputy Commissioner, and the wants of the schools, and the interests of education, receive, proportionately, greater attention. When this is not the case, the management of the schools is apt to be a heavy burden on the District authorities. And hence the importance of the care, which is always exercised, in the selection of men for these appointments. Some of the Districts are sadly in want of Assistant District Inspectors; and this matter is to be reconsidered in connection with the Budget for next year. District Inspectors, in addition to their school work, have now also to inspect the Branch Post Offices in charge of Teachers; and one of the Inspectors doubts whether this extra work does

District Inspectors.

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not interfere with their more important educational duties. The arrangement, however, is provisional only, and open to revision at the end of the current year.

District Officers.

34. As a rule, District Officers give as much attention to the supervision of educational work as they may reasonably be expected to do; and not a few give the schools and the advance of public instruction their warm support. Tahsíldárs and Náib-Tahsíldárs have special duties prescribed in this connection. They are required to visit the schools within their sub-divisions as occasion may offer, and not less than once a year, to give attention specially to the outward condition and wants of the schools, and to use their influence in stirring up interest among the people in favour of education. With not many exceptions, the schools are visited often enough, and this part of the duty is more and more attended to every year; but the special object of these visits, wherein the Tahsíl authorities might be of the greatest service to education, is not as yet, I fear, except in a very few cases, even understood. Wherever there was marked disregard of the visiting duty, the case was brought to the notice of the Deputy Commissioner in the Educational Report on the District.

General Educational Conference.

35. The eighth annual meeting of the General Educational Conference was held at Lahore in the month of April, 1893. The Conference met on the 18th April, and continued its sittings for three days. It was attended by forty members—fifteen being official and twenty-five non-official.

Matters considered.

36. The following matters were considered by the Conference:—

(1) The rates and conditions of Staff Grants to Primary Venture Schools, under the Note to Article 68 of the Punjab Education Code;

(2) A suggestion to make clear the wording of Article 129, as far as it relates to raising the rates of Instruction Grants, and so as to exclude, as was probably intended, the doubled grants under Article 125 from the operation of the rule;

(3) Should grants be given for Persian or any Classical Language to Indigenous Schools in any of the standards, provided the scholars have passed in the Elementary Subjects?

(4) Has the time come for the extension to Girls' Schools of the conditions regarding attendance and general progress laid down in Articles 75 *(a)* and 93 *(c)* and *(d)*?

(5) A proposal to raise the standard in Urdú writing prescribed for the Second Class of Primary Schools so as to bring it nearer to that of the Third Class;

(6) The prescribing of Courses of Needle-work for Girls' Schools;

(7) A proposal to omit Mensuration from the Course of Studies of Anglo-Vernacular Middle Schools, and from the Middle School Examination for Girls;

(8) A proposal to simplify the Courses in History and Physical Science for the Middle School Examination;

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Controlling Agencies.

(9) Are any measures necessary in connection with the practice of the scholars of the Third Middle and Entrance Classes absenting themselves without leave after their applications for admission have been sent to the University? And, in this connection, the general question of leave before and after the University Examinations;

(10) Should agreement to observe the Inter-School Rules be made a condition for the recognition of a school by the Department under the Note to Article 19?

(11) Should a scholar after passing the Middle School or Entrance Examination be required to produce a Leaving Certificate when entering a new institution?

(12) Should the time given to instruction in any or all of the Lower Primary Classes be reduced?

(13) Inclusion in the Scheme of Studies of a fixed time for Physical Training;

(14) Revision of the form of the Final School Certificate so as to better adapt it to the case of School Classes;

(15) The bearing on College discipline of the system prevailing in the Punjab of attaching no importance to attendance on College Classes.

Resolution of Government on the Proceedings of the Conference.

37. The conclusions of the Conference were generally accepted by His Honor, the Lieutenant-Governor; and a Resolution has been published in the Gazette embodying those conclusions and His Honor's orders thereon, and conveying the thanks of the Government to the members of the Conference for the help rendered, through their deliberations, to the cause of public instruction.

Departmental Conference.

38. The Departmental Conference met for one day immediately after the General Conference, and discussed, amongst other matters, suitable plans of buildings for Vernacular Schools, the selection of stipendiaries for the classes of the Central Training College; the award of Certificates of Proficiency in Physical Training in the case of Vernacular Schools; and the encouragement of Teachers' Associations, similar to that started by Mr. Lewis in the Lahore District. The recommendations of the Conference were generally approved by the Government; and a Circular has been issued notifying the decisions arrived at to those concerned.

Chapter III

University Education.

UNIVERSITY EXAMINATIONS, 1892-93 AND 1891-92.

		Provincial Institutions.				Extra Provincial Institutions.				Private Students				Total.			
		1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92	Increase	Decrease.
Arts Examinations.																	
Calcutta First Arts	Candidates	2	8	..	6	...	...	...	...	...	1	...	1	2	9	...	7
	Passes ...	2	7	...	5	...	...	...	...	..	1	...	1	2	8	...	6
Punjab Intermediate (Arts).	Candidates	158	151	7	...	18	15	3	...	46	55	..	9	222	221	1	..
	Passes ...	112	116	...	4	17	14	3	...	20	39	...	19	149	169	..	20
Punjab Intermediate (Oriental).	Candidates	2	5	...	3	...	...	...	...	1	1	...	..	3	6	...	3
	Passes ...	2	5	...	3	...	...	...	...	...	1	..	1	2	6	..	4
Punjab B. A. ...	Candidates	88	81	7	...	4	3	1	...	34	30	4	.	126	114	12	...
	Passes ...	42	38	4	...	...	1	...	1	9	7	2	..	51	46	5	...
Punjab B. O. L. ...	Candidates	3	2	1	...	...	...	...	...	3	3	.	..	6	5	1	...
	Passes ...	2	1	1	...	...	...	...	...	1	3	...	2	3	4	...	1
Punjab M. A. ...	Candidates	10	5	5	...	...	...	...	...	2	1	1	...	12	6	6	...
	Passes ...	6	2	4	...	...	...	...	...	1	...	1	...	7	2	5	..
Punjab M. O. L. ...	Candidates	1	1	...	...	...	...	...	...	...	...	...	...	1	1	...	...
	Passes ...	1	1	..	...	...	...	...	...	..	...	...	...	1	1	..	...
Oriental Language Examinations.																	
Sanskrit Examination	Candidates	51	27	24	...	61	62	...	1	15	20	...	5	127	109	18	...
	Passes ...	12	14	...	2	17	19	...	2	4	7	...	3	33	40	..	7
Arabic Examination	Candidates	20	15	5	...	27	28	...	1	4	3	1	...	51	46	5	...
	Passes ...	14	15	...	1	8	20	...	12	1	3	...	2	23	38	...	15
Persian Examination.	Candidates	7	13	...	6	66	55	11	...	17	11	6	...	90	79	11	...
	Passes ...	4	9	...	5	28	19	9	...	7	...	7	...	39	32	7	...
Gurmukhi Examination.	Candidates	3	6	...	3	2	7	...	5	...	...	...	...	5	14	...	9
	Passes ...	3	4	...	1	...	2	...	2	...	1	..	1	3	7	...	4
Professional Examinations.																	
Law (Preliminary Examination).	Candidates	35	25	10	...	...	...	...	...	...	...	...	...	35	25	10	...
	Passes ...	23	19	4	...	...	...	...	...	...	...	...	...	23	19	4	...
Law (First Certificate Examination).	Candidates	8	12	...	4	...	...	...	...	1	2	...	1	9	14	...	5
	Passes ...	5	4	1	..	...	...	...	...	1	1	...	...	6	5	1	..
Law (Licentiate Examination).	Candidates	7	7	...	...	...	...	...	...	7	7	...	...	14	14	...	...
	Passes ...	4	3	1	...	...	...	...	...	4	1	3	...	8	4	4	...
Law (Intermediate Examination).	Candidates	14	...	14	..	...	...	...	...	...	...	...	...	14	...	14	...
	Passes ...	[illegible]	...	3	...	...	...	...	...	...	...	...	...	3	...	3	...
Law (L. L. B. Examination).	Candidates	..	...	...	...	...	...	...	...	1	...	1	...	1	...	1	...
	Passes ...	...	...	...	...	...	...	...	...	1	..	1	...	1	...	1	...
Medicine (First Examination for L. M. S.)	Candidates	*40	35	5	...	...	...	...	...	...	...	...	...	40	35	5	...
	Passes ...	12	23	..	11	...	...	...	...	...	...	...	...	12	23	...	11
Medicine (Second Examination for L. M. S.)	Candidates	23	23	...	...	...	...	...	...	...	...	...	...	23	23	...	...
	Passes ...	14	10	4	..	...	...	...	...	...	...	..	...	14	10	4	..
Medicine (Second Examination for M. B.)	Candidates	2	...	2	...	...	...	...	...	...	...	..	...	2	...	2	...
	Passes ...	1	...	1	...	...	...	...	...	...	...	...	...	1	...	1	...
Civil Engineering (First Examination).	Candidates	...	3	...	3	...	..	...	...	...	...	...	...	...	3	...	3
	Passes ...	...	2	...	2	...	...	...	...	...	...	...	...	...	2	...	2

* Includes 3 girls.

CHAPTER III.

UNIVERSITY EDUCATION.

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University Convocation.

39. The twelfth Convocation of the Punjab University was held on the 11th January, 1893, when Degrees, Medals, and Special Prizes were conferred on the candidates who had been successful in the Examinations of the year.

Examination statistics.

40. The table on the opposite page gives the results of the Arts Examinations above the Entrance, of the Oriental Language Examinations, and of the Examinations in Law, Medicine, and Engineering, for the past year, and compares these with the figures of the previous year.

Calcutta University Examinations.

41. The returns for the Calcutta University, it will be observed, are now confined to the First Arts Examination, in which only two candidates appeared, both of whom passed, against 8 out of 9 in the previous year. Both candidates were from the Bishop Cotton School at Simla. The hold of the old *Alma Mater* on the Province is gradually declining; and this is not to be regretted, as the double system has various inconveniences.

Punjab University Examinations.

42. For the Intermediate Examination of the Punjab University, 222 candidates appeared on the Arts side, of whom 149 passed, or 67 per cent., against 169 out of 221, or 76 per cent., in the previous year. On the Oriental side, 3. appeared and 2 passed, against 6 out of 6 last year. In the B. A. Examination, 51 passed out of 126 candidates, or 40 per cent., against 46 out of 114, or about the same percentage, in the previous examination. In the B. O. L. Examination, 3 passed out of 6, against 4 out of 5 in the last return. In the M. A. Examination, 7 passed out of 12, or 58 per cent., against 2 out of 6 last year. In the M. O. L. Examination there was, as in the previous year, one candidate, who passed. These returns, with an average of 55 per cent. of successes on the Arts, and 72 per cent. on the Oriental side, may be regarded as satisfactory. The reduced percentages of marks required to pass, which were introduced two years ago, have certainly not affected at all markedly the proportion of passes; but it is noticeable that, with a lower percentage of marks to pass, the Calcutta University returns only 38 and 25 per cent. of successes in the First Arts and B A. Examinations, against 67 and 40 per cent. recorded against the corresponding examinations in the Punjab. The contrast, if involving a caution, speaks in favour of the comparatively higher efficiency, on the whole, of collegiate instruction in this Province.

Oriental Language Examinations.

43. Except in Gurmukhí, the number of candidates in the Oriental Language Examinations was higher than in the previous year, with, however, not quite so favourable results. In Sanskrit, 127 candidates altogether appeared, and 33 passed, or 26 per

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cent., against 37 per cent. last year. In Arabic, out of 51 candidates 23 passed, or 45 per cent., against 83 per cent. in the previous examination. In Persian, out of 90 candidates in all the examinations, 39 passed, or 43 per cent., against 40 per cent. last year. In Gurmukhí, 3 out of 5 passed—two by the Proficiency, and one by the High Proficiency standard. As last year, the majority of the candidates were from institutions outside the Province. Nine candidates passed the additional examination in English held this year, for the first time, under the revised regulations, thereby qualifying for the Titles attached to the Oriental Language Examinations they had passed. One of the successful candidates had previously passed the *Shástrí* Examination, two the *Visharad*, and one the *Prajna*; one had passed the *Maulaví 'Alim* Examination, one the *Munshí 'Alim*, and two the *Munshí;* and only one belonged to the list of Oriental Language passes for the year under report, and recorded above. The old type of Oriental Language teacher has, under a ruling of the University, set himself to acquire a little English; and it is to be hoped that the effect will be in the direction expected, namely, to make possible a more enlightened study of the Oriental Classical Languages, and to improve the methods of teaching these.

Law Examinations.

44. Hitherto the Law Examinations have been three in number, called the *Preliminary*, the *First Certificate*, and the *Licentiate* Examinations,—the last qualifying as Pleaders. The present returns give two more—the Intermediate and L. L. B. Examinations. The reason is this: the previous system remains intact, leading up to a License to plead; but, with the provision to confer Degrees in Law, candidates after passing the Preliminary Examination are now differentiated into those who desire a License merely, and those who wish for a Law Degree. Licentiates have to pass the same examinations as formerly: those desiring to graduate have to pass the old Preliminary and the two new Examinations. The Intermediate Examination, it may be explained, is of the standard of the Licentiate Examination, with one paper in addition. In the Preliminary Examination, 35 candidates appeared in the last examination, and 23 passed, or 65 per cent., compared with 19 out of 25 last year. In the First Certificate Examination, 6 out of 9 passed, or 66 per cent., against 5 out of 14 in the previous examination. The smaller number of candidates in this examination is due to the deviation of some to the Degree side. In the Licentiate Examination, 8 out of 14 passed, or 57 per cent., against 4 out of the same number last year. On the Degree side, only 3 out of 14 candidates passed the new Intermediate Examination; and one, a private student, passed for the L. L. B. Degree. The above results are, on the whole, satisfactory; although it is difficult to account for the large proportion of failures in the Intermediate Examination, with practically the same test as for the Licentiates, with a lower pass standard, and with, presumably, as good a class of candidates.

Medical Examinations.

45. In the First Examination for Licentiate in Medicine and Surgery, out of 40 candidates only 12 passed, or 30 per cent., compared with 23 out of 35, or 65 per cent., last year. One of the successful candidates also passed the First Examination for M. B. In the Second Examination for Licentiate, 14 out of 23 passed, or 60 per cent., against 10 out of 23, or 43 per cent., in the previous examination. Two candidates appeared for the Second M. B. Examination, of whom one passed. Three of the candidates in the first L. M. S. Examination were females; but none of them passed.

Engineering Examinations.

46. The return for the Engineering Examinations is this year blank, compared with two passes in the First Examination in

Civil Engineering last year. As explained in previous reports, the only provision in the Province for instruction in Engineering subjects is a Class attached to the Mayo School of Art, and taught by the Mayo-Patiála Reader of the Punjab University; and, although the class appears to be popular, anything like steady or substantial results are not to be expected. But candidates from the Punjab schools continue to take a respectable place in the Engineering Examinations at Rurkí. Chapter III, 47. University Education.

47. The number of Arts Colleges within British territory is now seven, against six last year, namely—the Government College, the American Mission College, the Daya Nand Anglo-Vedic College, and the new Islámiya College, at Lahore; the Cambridge Mission St. Stephen's College in Delhi; the Municipal Board College in Amritsar; and the Scotch Mission College in Siálkot. Only the Government and Mission Colleges, Lahore, and the St. Stephen's College, Delhi, teach up to the Degree standards. Arts Colleges.

48. The following statement gives the number of students in all the Colleges at the close of the year, and their distribution over the classes:— Number and distribution of students.

		1892-93.	1891-92.	Increase.	Decrease.
Intermediate Class ...	First Year	228	153	75	...
	Second Year ...	162	155	7	...
B. A. Class	Third Year	95	58	37	...
	Fourth Year ...	89	85	4	...
M. A. Class		15	11	4	.
	Total	589	462	127	...

There is an increase in the total since last year of 127 students, which shows that the high fees now levied do not unduly obstruct the progress of University education in the Province. The increase in the First Year Class is a measure of the growing bent of the schools in this direction; and the increase in the Third Year Class restores the numbers throughout to something like their proper relative proportions. The numbers in the M. A. Class also show a steady rise.

49. The table below gives the direct expenditure on all the Colleges, from the various sources, during the past year:— Expenditure.

From	1892-93.	1891-92.	Increase	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	44,908	47,349	...	2,441
District Funds	200	350	...	150
Municipal Funds	4,675	5,409	...	734
Fees	31,903	25,052	6,851	...
Subscriptions	11 159	11,982	..	823
Endowments and other sources	14,987	13,844	1,143	...
Total	1,07,832	1,03,986	3,846	...

The total increase of Rs. 3,846 is more than made up by the rise in Fees. The increase from Endowments is on account of the Daya Nand Anglo-Vedic College, the expenditure on which was returned short last year by Rs. 1,466. The decrease under all the other heads naturally follows the increase in Fees, which now cover fully one-fourth of the total expenditure.

Chapter III, 50. University Education. Scholarships.

50. The expenditure on Scholarships from the various sources, and the number of those of various kinds current at the end of the year, is shown in the following statement :—

		1892-93.	1891-92.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	* 10,442	10,266	176	...
	District Funds	224	30	194	...
	Municipal Funds	1,747	1,168	579	...
	University Funds	4,384	3,150	1,234	...
	Other sources	1,028	560	468	...
	Total	17,825	15,174	2,651	...
Number of holders of	Government and University Open Scholarships	† 62	69	...	7
	Jubilee Scholarships	† 18	23	...	5
	Zamíndárí Scholarships	5	5	...	...
	Other Scholarships	33	19	14	...
	Total	118	116	2	...

* Includes Rs. 720 on account of Scholarships held in the M. A. O. College, 'Aligarh.

† Include 2 and 4 scholarship-holders, respectively, in the M. A. O. College, 'Aligarh.

There is an increase, on the whole, of only two Scholarships, but a rise in the expenditure of Rs. 2,651, which shows that a considerable number of those who had drawn Scholarships must have left before the end of the year. The increase of 14 under the head of Other Scholarships is of Close Scholarships founded by Local Boards and Private Bodies; and the increased expenditure from University Funds is owing to the award last year, for the first time, of the Albert Victor-Patiála Scholarships. The whole number of Scholarships now current is an average of one for every five students in attendance on the Colleges.

Examination results for the Provincial Arts Colleges.

51. The following table gives the results of the Calcutta and Punjab University Examinations, so far as concerns the Provincial Arts Colleges :—

		1892-93.	1891-92.	Increase.	Decrease.
F. A., Calcutta ...	Candidates	* 2	8	...	6
	Passes	* 2	7	...	5
Intermediate, Punjab ...	Candidates	158	151	7	...
	Passes	112	116	...	4
B. A., Punjab	Candidates	88	81	7	...
	Passes	42	38	4	...
M. A., Punjab	Candidates	10	5	5	...
	Passes	6	2	4	...

* From the Bishop Cotton School, Simla.

The results in the Calcutta First Arts Examination have been already explained. In the Punjab University Examinations, the number of candidates was, in each case, somewhat higher than in the previous year, with the following percentages of passes :— Intermediate Examination 70, B. A. 47, M. A. 60, compared with 77, 47, and 40, respectively, last year. These results for the Provincial Colleges are more favourable than those already recorded for the candidates generally.

52. The statement below gives the results for each subject in the different examinations :— Chapter III, 53. University Education. Results in each subject.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A. Course	Mathematics, B. Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates	1892-93	158	14	22	121	158	...	81	13	...	60
		1891-92	151	14	33	107	151	...	105	5	...	39
		Increase	7	..	...	14	7	...	...	8	...	21
		Decrease	...	...	11	...	...	...	24	...	...	...
	Passes	1892-93	134	12	12	105	134	...	77	13	...	58
		1891-92	143	12	21	94	140	...	92	5	...	35
		Increase	..	...	...	11	...	...	...	8	...	23
		Decrease	9	...	9	...	6	..	15	..	...	...
B. A. Examination.	Candidates	1892-93	88	4	9	44	37	11	42	18	1	8
		1891-92	81	6	9	40	30	3	37	18	2	10
		Increase	7	...	...	4	7	8	5	...	...	...
		Decrease	...	2	...	...	...	...	...	...	1	2
	Passes	1892-93	50	4	6	42	21	10	32	18	...	8
		1891-92	53	5	5	31	15	2	27	17	2	9
		Increase	...	...	1	11	6	8	5	1	...	...
		Decrease	3	1	...	...	...	...	...	...	2	1
M. A. Examination.	Candidates	1892-93	5	...	...	...	...	...	1	3	...	...
		1891-92	..	...	...	...	...	...	4	...	.	1
		Increase	5	...	...	..	...	...	...	3	...	...
		Decrease	..	..	...	..	...	...	3	...	...	1
	Passes	1892 93	4	...	...	...	...	...	..	2	..	...
		1891-92	...	...	...	...	...	...	1	...	...	1
		Increase	4	...	...	...	...	...	...	2	...	...
		Decrease	...	...	...	...	...	...	1	...	...	1

In the Intermediate Examination, except in Sanskrit, the percentages of passes are remarkably high, being in English and Mathematics 84, in Arabic 85, Persian 86, Philosophy 95, Science 96, and History 100. In Sanskrit, only 54 per cent. passed; and the number of candidates had also much declined. In the B. A. Examination the percentages were—in English and Mathematics (A. Course) 56, in Sanskrit 66, Philosophy 76, Mathematics (B. Course) 09, Persian 95, and in Arabic, History, and Science 100 each. The increase from 3 to 11 in the candidates taking the further course in Mathematics is satisfactory. In the M. A. Examination, 5 took English, and 4 passed, or 80 per cent.; 3 took History, and 2 passed, or 66 per cent. ; and thes ingle candidate in Philosophy failed.

LAHORE GOVERNMENT COLLEGE.

53. The report of the Principal on the Government College, Lahore, is given as Appendix A. Lahore Government College.

54. Mr. W. Bell succeeded to the Principalship on the 8th of April, and remained in charge throughout the year. From April to December, Lála Ságar Chand, B. A., acted as Professor of Philosophy, in consequence of the death of Dr. Stülpnagel. From the 16th October, Mr. J. G. Godley resigned his appointment of Professor of History, and was succeeded by Mr. P. G. Dallinger, B. A., of Trinity College, Dublin, on the 27th of that month, the duties in the short interval having been taken by Mr. F. Haden Cope. On the 26th December, Mr. B G. Ussher, M. A., of New College, Oxford, arrived in Lahore, and assumed the office of Professor of Philosophy. There were, thus, a good many changes in the teaching arrangements of the College; but the year was one, nevertheless, of successful work, and highly creditable, I consider, to Mr. Bell and the staff. The Staff.

Chapter III. 56. University Education. Statistics for the year.

55. The number of students rose during the year from 139 to 171. The number who joined the First Year Class was the same as in the previous year; but the accession to the Third Year Class, including an element from the Colleges which teach up to the Intermediate standard only, was unusually large. It is noteworthy that the Degree Classes are more largely attended than the Intermediate, and that as many as 14 were reading for the M. A. Degree at the end of the year. The expenditure for the year was Rs. 49,415, of which Rs. 13,507 was contributed from fees, or more than one-fourth of the total. The net cost to Government of educating each student was Rs. 217. Thirty-two of the students were scholarship-holders, compared with 35 last year. As scholarships are now all but exclusively won in open competition, the number of these held in a College may be deemed a fairly reliable measure of its share of the best students.

Examination results.

56. The results of the University Examinations held during the year are given below :—

Examinations.		1893	1892.
Intermediate	Candidates	35	23
	Passes	25	20
B. A.	Candidates	42	49
	Passes	16	22
M. A.	Candidates	8	5
	Passes	5	2

The total number both of candidates and passes was higher than last year. In the Intermediate Examination, the percentage of passes was 71, against 87 last year, and a general average this year of 67; in the B. A. Examination, it was only 38, compared with 45 and 40; and in the M. A. Examination, it was 62, against 40 and 58. The B. A. result cannot be said to be satisfactory, and is explained by the Principal as due to the large number in the class of failed men of the previous year. The places taken by the students of this College in the Pass Lists were, as heretofore, comparatively high; and a fair share of the Scholarships and Prizes fell to them.

General remarks

57. The efforts of the staff for the general good of the students were not relaxed during the year. Evening lectures were given as usual; the College Clubs continued to prosper; and the conduct of the students is said to have been uniformly good. Cricket, football, and tennis were played with increased interest; and the Gymnasium, which is now ready, will be an important addition to the College. The excellent new Boarding House has supplied a great want. It had 101 in residence at the end of the year. The Principal's house, in the College grounds, has been occupied since October, with the result that the Principal is now brought into close daily contact with the students, and, as he remarks, "can now speak with confidence of the individual character of most of them."

ST. STEPHEN'S COLLEGE, DELHI.

St. Stephen's College.

58. The report on the Cambridge Mission College (St. Stephen's) at Delhi, with which the Principal has kindly favoured me, is given as Appendix B.

Statistics for the year.

59. The numbers rose during the year from 52 to 69, with an accession to the First Year Class of 28, which shows that the desire for a University education in the direction of Delhi is now considerable. The expenditure for the year was Rs. 17,705, of

which one-fourth was covered by the fees, which rose last year by 40 per cent. Twelve scholarships were current at the end of the year, or an average of one for about every six of the students.

Chapter III, 60. University Education.

The number of candidates and passes in all the examinations was higher than last year. In the Intermediate Examination, 25 candidates appeared, and 14 passed, or 56 per cent., against a general average of 67 ; in the B. A. Examination, 5 out of 7 passed, or 71 per cent., compared with a general average of 40. The latter result is very good ; and both the failed candidates seem to have been only very slightly short of the mark. For the first time, a candidate appeared from this College in the M. A. Examination, and passed, taking the second place in the Examination in English.

Examination results.

60. The behaviour of the students is said to have been excellent ; and the same means of giving a right bent to their characters continued operative during the year. Cricket is played, and athletics in other ways are encouraged; but the number who attend the Gymnasium, now in the College grounds, is still small. The Boarding House, which is conveniently situated and comfortable, had only 7 in residence at the end of the year ; and regarding this the Principal remarks that, on account of the more moderate fees, places like Rewárí send their boys, in preference, to the Colleges of the North-Western Provinces. But there is steady expansion in this College notwithstanding; and the good it does, and the influence it exerts on this part of the Province, it would be difficult to overrate.

General remarks

LAHORE MISSION COLLEGE

61. The report on the Lahore Mission College, which has been kindly forwarded to me by the Principal, is given as Appendix C.

Lahore Mission College.

62. The College contained at the close of the year 184 students, compared with 153 last year, and remains the most numerously attended College in the Province. The accession to the First Year Class of 57 was large and significant. The expenditure for the year rose by Rs. 1,896 to Rs. 24,108, of which more than two-fifths was covered by fees. Fifty of the students were scholarship-holders, or a little over one in every four of the students.

Statistics for the year

63. In the Intermediate Examination, 34 out of 45 passed, or 75 per cent., compared with a general average for the Province of 67 ; in the B. A. Examination, 21 out of 39 passed, or 53 per cent., against a general average of 40. The students of this College continue to take a good place in the Pass Lists, and to win a fair share of the Scholarships and Prizes ; and this year again one of them headed the B. A. list, standing alone in the First Division.

Examination results.

64. The Principal speaks favourably of the conduct and demeanour of the students, and notices, with satisfaction, the growth in manliness and other desirable qualities of some of them. For this end, much continues to be done by the staff. The increase of private reading is noticeable. Cricket, football, and tennis are played with good results, though not by all the students. The average attendance in the Boarding Houses, which are carefully supervised, was 96. The class-room accommodation is now scarcely sufficient for the large numbers ; but the Principal hopes soon to be able to build two additional rooms.

General remarks.

Chapter III, 65.

University Education.

THE MINOR COLLEGES.

The Minor Colleges.

65. The report of the Inspector of Schools, Lahore Circle, on the Daya Nand Anglo-Vedic College and the Islámiya College at Lahore, and the Municipal Board College at Amritsar, is given as Appendix D, and that of the Inspector, Ráwalpindi Circle, on the Scotch Mission College, at Siálkot, as Appendix E. These Colleges, at present, teach up to the Intermediate standard only.

Daya Nand College.

66. The attendance on the Daya Nand Anglo-Vedic College rose from 89 to 116. The expenditure was Rs. 5,147, of which Rs. 1,702 was met from fees. There were five scholarships current at the end of the year. In the Intermediate Examination, 40 candidates appeared and 27 passed, or 67 per cent., compared with 39 out of 48 last year. The new building was occupied in the course of the year, to the great advantage of the institution. More than half of the students reside in the Boarding House.

Amritsar Municipal Board College.

67. There was an increase in the numerical strength of the Municipal Board College at Amritsar from 23 to 30. The expenditure for the year was Rs. 4,689, of which Rs. 1,514, or nearly a third, was covered by fees. Seven scholarships were current during the year. The result for this College in the Intermediate Examination, with 12 passes out of 13, and one heading the list, was remarkably good, and very creditable to Mr. Carne and his staff. Athletics are encouraged. Most of the students have their homes in Amritsar ; but there were 5 in the Boarding House at the end of the year.

Siálkot Mission College.

68. The Scotch Mission College, Siálkot, has now 11 students, all in the First Year Class, two of whom hold Jubilee Scholarships. The expenditure for the year was Rs. 6,000, mostly met from Mission funds. The Inspector reports favourably of the arrangements and discipline ; and the return of the Rev. Dr. Youngson is certain to add to the prosperity of the institution.

Islámiya College, Lahore.

69. The Islámiya College, Lahore, was opened in May, 1892, and had 8 First Year students at the end of the year. It is supported mainly by subscriptions, is controlled by the Anjuman-i-Himáyat-i-Islám, and is intended to provide the means of a University education, with small fees, to the poorer Muhammadan community.

THE ORIENTAL COLLEGE, LAHORE.

Oriental College.

70. An abstract of the Principal's report on the Oriental College of the Punjab University, together with the remarks thereon of the Committee of Management, is given as Appendix F.

Statistics of the year.

71. The number on the rolls at the end of the year was altogether 122, against 128 in the previous year,—72 of these belonging to the College Department, and 50 to the School. Of those in the College Department, 16 are on the general side reading for the Intermediate and Degree Examinations, and 56 on the purely Language side, reading for Oriental Titles ; and of those in the School Department, 11 are preparing for the Entrance Examination in Urdú, and 39 for the lowest Examination in Oriental Languages. As many as 90 of the students now learn English. In addition to the above, instruction in their Oriental Classical Languages was given to the 114 of the students of the Lahore Government College ; and, in this connection, as stated last year, the two M. A. students returned as belonging to the Oriental College, belonged more properly to the Government College. Thirty-six of the College students, or just one-half, and 5 in the School, are in receipt of scholarships. Besides

these, 25 in the College and 11 in the School draw stipends, leaving only 13 in the College and 34 in the School, or 47 in all, without allowances of any kind. According to creed, the proportion remains much as last year, namely—Muhammadans 61, Hindús 45, and Sikhs 16. The expenditure for the year amounted to Rs. 32,778, and the fees to only Rs. 492. Throwing out the amount paid by Government for the instruction in Oriental Classical Languages of the students of the Government College, Rs. 28,452 remains due to the Oriental College proper, or an average of about Rs. 230 per head. As much as 75 per cent. of this is covered by the Government grant.

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72. From the College Department, on the General side, two candidates appeared in the Intermediate Examination, and both passed; three in the B. O. L. Examination, of whom two passed; and one in the M. O. L. Examination, who passed. On the Oriental side, six appeared in the two higher examinations in Sanskrit, and two passed; eleven appeared in the corresponding examinations in Arabic, and eight passed; four appeared in Persian, and three passed; and one in Gurmukhí High Proficiency, and passed. From the School Department, General side, two appeared in the Entrance Examination, in Urdú, and one passed. On the Oriental side, 4 out of 11 passed the Proficiency Examination in Sanskrit; 5 out of 5 the corresponding examination in Arabic, one out of two in Persian; and two passed the same examination in Gurmukhí. The results for the Government College students were satisfactory except in the Intermediate Examination in Sanskrit, in which only three out of six passed.

Examination results.

73. On the whole, the record compares favourably with that of previous years, and the present organization and management are efficient; but the prospects of advanced education and culture through the medium of the Vernacular do not improve, and the question will soon have to be asked—whether the experiment is worth the very high price that is paid for it.

General remarks.

THE MEDICAL COLLEGE.

74. The report of the Principal of the Medical College, Lahore, is given as Appendix G; and the following remarks, in review of the report, have been supplied by the Inspector-General of Civil Hospitals:—

Medical College.

"There were 397 students under instruction in the College and School during 1892-93, as against 322 in the previous year, an increase of 75. The numbers in 1890-91 and 1889-90 were, respectively, 297 and 300.

Number of students.

"The number of students in the Assistant Surgeon Class, which has been progressively increasing for several years, was considerably greater than it was last year. In this class there were 158 students, an increase of 14 in the number under instruction during 1891-92. In 1890-91 and 1889-90 the respective numbers were 124 and 106. The increase in this class is due entirely to an increase in the number of free students. In 1891-92, there were 79 free students, as against 93 in the year under review. The increase took place among students from the North-Western Provinces, of whom there were 16 more than in the previous year; the number of Punjab free students fell from 66 to 64.

"There were ten female students in the Assistant Surgeon Class, of whom four held scholarships from the Punjab Government, and six from the Lady Dufferin Fund.

"There were 239 students in the Hospital Assistant Class, as against 178 in the previous year; this large increase was due to a rise in the number of Military students from 36 to 83, and in the number of Burmah students from 17 to 36. The number of free male students fell from 29

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to 24. "There were eight female students in this class, as against ten in 1891-92. The scholarships which are available and the employment which would certainly be obtained on their getting their diplomas do not seem to be a sufficient attraction to females who have the requisite attainments to enter the Hospital Assistant Class.

Examination results.

"Of the 40 candidates who presented themselves for the Junior Examination in the Assistant Surgeon Class, 12, or 30 per cent., were successful in all subjects. Of the remainder, 16 failed in one subject only, and have been allowed to continue their studies in the higher school. In this Junior Examination, there were 19 failures in Chemistry.

"At the Final Examination, 15 passed out of 25 who presented themselves for examination, a percentage of 60. This contrasts very favourably with the percentage of successes in last year's examination, in which only 42 per cent. succeeded, 8 out of 19 having passed the required test. "At last year's examination there were 8 failures out of 19 candidates in Midwifery; whereas at the examination held this year there were only 4 failures out of 25 candidates in this subject.

"Thirty out of fifty candidates in the Hospital Assistant Class passed, a percentage of 60 of successes. In the previous year, 73·6 per cent. of this class passed the necessary examination, and in 1891 the percentage of successes was 59.

Increased expenditure.

"The large increase of expenditure in the College under the head of Establishment and Contingencies, Rs. 11,189, was partly due to the fact that Dr. Murray carried on the duties of Professor of Pathology and Materia Medica throughout the year. This appointment was made on the 14th November, 1891, so that the salary for this chair was paid for only four-and-a-half months in the year of 1891-92. The increased expenditure was also partly due to the fact that the Principal and the Professor of Anatomy were present throughout the year. In 1891-92, they were absent on furlough for six months, and the officers who acted for them drew less pay. Though the expenditure was considerably greater than that of the year 1891-92, in consequence of the large increase in the number of students, the average expenditure on each student was less, or Rs. 248 as against Rs. 258 in 1891-92.

Scholarships and stipends.

"As compared with last year, there was one additional scholarship, and 67 more stipends granted during the year under review. The great increase in the number of stipends was due to the larger number granted to the Military and Burmah students.

New Dissecting Room.

"The new Dissecting Room, which was opened during the year, renders the College buildings much more complete than they used to be. There is now ample accommodation for the students of the Anatomy Classes.

Discipline.

"The Principal reports that the discipline during the year was good.

"The Principal and Professors of the Medical College are to be, on the whole, congratulated on the results of the past year. The number of the students is much greater than it has ever been before, and, though the results of the examinations in the Hospital Assistant Class are not so favourable as they were last year, the results of the Final Examination in the Assistant Surgeon Class were good."

CHAPTER IV.

SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

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SECTION A.—SECONDARY EDUCATION.

75. The table on the following page compares the statistics of Secondary Schools for Native Boys for the last two years. General statistics.

76. The number of Secondary Schools rose during the year from 249 to 261, giving 12 new schools against only one last year. The increase was in 2 High and 10 Middle Schools. There are now 52 High Schools in the Province, all but one being Anglo-Vernacular Schools. The number of Middle Schools is 209, of which 85 are Anglo-Vernacular and 124 Vernacular. Of the 12 new schools, 5 were Board Schools, 5 Aided Schools, and 2 Unaided Schools, only one being Vernacular. It is noticeable that all the Vernacular Schools but one are Board Schools. Number of schools.

77. Although there is a considerable rise in the number of schools, the increase in the scholars from 47,890 to 48,025 is but nominal, owing to the prevalence of severe sickness throughout the Province during a portion of the year. There was a rise in the Secondary classes, and even—though in less proportion—in the Upper Primary; but in the Lower Primary classes, where the sickness was bound to tell most, the fall was very marked. It may also be observed that in the Vernacular Schools there was a decline at all the stages, except in the single Unaided School, which happens to be a Boarding School, healthily situated. In the High Departments, there are now 2111 scholars, compared with 1994 last year; in the Middle, 11,766, compared with 11,407; or altogether 13,877 at the Secondary stage of instruction, compared with 13,401. The remainder, or 34,148, belong to the Primary Departments, being a decrease on the previous year of 341 scholars. The increase, on the whole, of 135 scholars, is made out of an increase in the Anglo-Vernacular Schools of 869, and a decrease in the Vernacular Schools of 734. Number of scholars.

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Secondary Schools.

SECONDARY SCHOOLS FOR NATIVE BOYS—NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		Anglo-Vernacular.				Vernacular.				Total Anglo-Vernacular and Vernacular Schools.	Number learning English.	Number of agriculturists.	Number of				
		Government and Board Schools.	Aided Schools.	Unaided Schools.	Total.	Board Schools.	Aided Schools.	Unaided Schools.	Total.				Open Scholarships.	Jubilee Scholarships.	Zamindári Scholarships.	Other Close Scholarships.	Total.
Number of High Schools.	1892-93 ...	23	20	8	51	...	1	..	1	52	...	...	...	...	...	...	...
	1891-92 ...	22	19	8	49	...	1	...	1	50	...	...	...	...	...	...	...
	Increase ...	1	1	...	2	...	...	...	...	2	...	...	...	...	...	...	...
	Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Number of Middle Schools.	1892-93 ...	52	21	12	85	123	...	1	124	209	...	...	...	...	...	...	...
	1891-92 ...	49	16	11	76	122	1	...	123	199	...	...	...	..	...	...	...
	Increase ...	3	5	1	9	1	...	1	1	10	...	...	...	...	...	...	...
	Decrease ...	...	...	...	...	...	1	..	...	...	...	...	...	...	...	...	...
Total Number of Secondary Schools.	1892-93 ...	75	41	20	136	123	1	1	125	261	...	...	...	...	...	...	...
	1891-92 ...	71	35	19	125	122	2	...	124	249	...	...	...	...	...	...	...
	Increase ...	4	6	1	11	1	...	1	1	12	...	...	...	..	...	...	...
	Decrease ...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...
Number of Scholars. — High Stage.	1892-93 ...	926	759	376	2,061	...	50	...	50	2,111	2,095	332	307	51	20	74	452
	1891-92 ...	906	751	281	1,938	...	56	...	56	1,994	1,972	288	309	55	18	28	410
	Increase ...	20	8	95	123	...	...	...	...	117	123	44	...	...	2	46	42
	Decrease ...	...	...	...	...	...	6	...	6	...	...	...	2	4	...	...	...
Middle Stage.	1892-93 ...	4,328	2,273	1,112	7,713	4,028	...	25	4,053	11,766	7,609	2,854	588	120	51	646	1,405
	1891-92 ...	4,363	2,116	827	7,306	4,056	45	...	4,101	11,407	7,277	2,720	633	130	23	593	1,379
	Increase ...	...	157	285	407	...	...	25	...	359	332	134	...	...	28	53	26
	Decrease ...	35	...	...	...	28	45	...	48	...	...	...	45	10	...	...	...
Total Secondary Stage.	1892-93 ...	5,254	3,032	1,488	9,774	4,028	50	25	4,103	13,877	9,704	3,186	895	171	71	720	1,857
	1891-92 ...	5,269	2,867	1,108	9,244	4,056	101	...	4,157	13,401	9,249	3,008	942	185	41	621	1,789
	Increase ...	...	165	380	530	...	...	25	...	476	455	178	...	...	30	99	68
	Decrease ...	15	...	...	..	28	51	...	54	...	...	...	47	14	...	..	...
Upper Primary Stage.	1892-93 ...	5,056	2,379	903	8,338	2,966	..	60	3,026	11,364	8,326	2,438	14	8	4	59	85
	1891-92 ...	5,188	2,337	602	8,187	3,030	51	...	3,081	11,268	8,125	2,401	13	8	10	32	63
	Increase ...	...	42	241	151	...	...	60	...	96	201	37	1	...	...	27	22
	Decrease ...	132	...	...	...	64	51	...	55	...	...	...	...	...	6	...	...
Lower Primary Stage.	1892-93 ...	6,810	4,179	1,433	12,422	10,358	...	4	10,362	22,784	803	5,755	...	...	...	35	35
	1891-92 ...	6,970	4,046	1,218	12,234	10,828	159	...	10,987	23,221	926	6,201	...	...	...	...	...
	Increase ...	...	133	215	188	...	...	4	...	...	...	...	...	...	...	35	35
	Decrease ...	160	...	...	...	470	159	...	625	437	123	446	...	...	...	...	...
Total Primary Stage.	1892-93 ...	11,866	6,558	2,336	20,760	13,324	..	64	13,388	34,148	9,129	8,193	14	8	4	94	120
	1891-92 ...	12,158	6,383	1,880	20,421	13,858	210	...	14,068	34,489	9,051	8,602	13	8	10	32	63
	Increase ...	...	175	456	339	...	...	64	...	...	78	...	1	...	...	62	57
	Decrease ...	292	...	...	...	534	210	...	680	341	...	409	...	...	6	...	...
Grand Total.	1892-93 ...	17,120	9,590	3,824	30,534	17,352	50	89	17,491	48,025	18,833	11,379	909	179	75	814	1,977
	1891-92 ...	17,427	9,250	2,988	29,665	17,914	311	...	18,225	47,890	* 18,300	11,610	955	198	51	653	1,852
	Increase ...	...	340	836	869	...	...	89	...	135	533	...	...	...	24	161	125
	Decrease ...	307	...	...	...	562	261	...	734	...	...	231	46	14	...	...	...

* Wrongly returned last year as 19,406.

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Secondary Schools.

Expenditure.

78. The following statement gives in detail the expenditure on all classes of Secondary Schools for Native Boys for the last two years :—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Anglo-Vernacular Schools.							
Government and Board Schools.	1892-93 ...	10,901	24,908	1,45,538	1,57,762	8,605	3,47,714
	1891-92 ...	6,981	24,701	1,58,948	1,39,767	9,399	3,39,796
	Increase ...	3,920	207	...	17,995	...	7,918
	Decrease ...	...	...	13,410	...	794	...
Aided Schools ...	1892-93 ...	64,376	1,430	13,845	95,904	57,070	2,32,625
	1891-92 ...	59,993	808	12,570	86,345	55,109	2,14,825
	Increase ...	4,383	622	1,275	9,559	1,961	17,800
	Decrease ...	...	...	...	...	...	...
Unaided Schools ..	1892-93 ...	...	...	...	20,268	17,377	37,645
	1891-92 ...	...	...	...	16,068	23,551	39,619
	Increase ...	...	...	...	4,200	...	...
	Decrease ...	...	...	...	...	6,174	1,974
Total Anglo-Vernacular Schools.	1892-93 ...	75,277	26,338	1,59,383	2,73,934	83,052	6,17,984
	1891-92 ...	66,974	25,509	1,71,518	2,42,180	88,059	5,94,240
	Increase ...	8,303	829	...	31,754	...	23,744
	Decrease ...	...	...	12,135	...	5,007	...
Vernacular Schools.							
Board Schools ...	1892-93 ...	...	67,812	18,249	30,767	952	1,17,780
	1891-92 ...	...	69,490	17,454	30,754	646	1,18,344
	Increase ...	...	...	795	13	306	...
	Decrease ...	...	1,678	...	...	...	564
Aided Schools ...	1892-93 ...	2,057	179	239	17	2,184	4,676
	1891-92 ...	2,121	216	247	85	2,362	5,031
	Increase ...	...	...	...	...	...	...
	Decrease ...	64	37	8	68	178	355
Unaided Schools ..	1892-93 ...	...	...	...	430	1,948	2,378
	1891-92 ...	...	...	...	...	...	...
	Increase ...	...	...	...	430	1,948	2,378
	Decrease ...	...	...	...	...	...	...
Total Vernacular Schools.	1892-93 ...	2,057	67,991	18,488	31,214	5,084	1,24,834
	1891-92 ...	2,121	69,706	17,701	30,839	3,008	1,23,375
	Increase ...	...	...	787	375	2,076	1,459
	Decrease ...	64	1,715	...	...	...	...
Grand Total Anglo-Vernacular and Vernacular Schools.	1892-93 ...	77,334	94,329	1,77,871	3,05,148	88,136	7,42,818
	1891-92 ...	69,095	95,215	1,89,219	2,73,019	91,067	7,17,615
	Increase ..	8,239	...	...	32,129	..	25,203
	Decrease ...	...	886	11,348	...	2,931	...
Scholarships ...	1892-93 ...	3,969	41,635	11,152	95	2,363	58,514
	1891-92 ...	4,297	41,812	10,804	...	3,764	60,677
	Increase ...	...	...	348	95	...	...
	Decrease ...	1,028	177	...	...	1,401	2,163

There is a total increase of Rs. 25,203, or about 3·5 per cent., Rs. 23,744, being on account of the Anglo-Vernacular, and Rs. 1,459 of the Vernacular Schools. The rise on the Anglo-Vernacular

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side was mainly due to the increased number of schools, and on the Vernacular side to the inclusion as an Unaided School of the large Christian Training Institution at Siálkot. The increase from Provincial Revenues was due to the expenditure on the Central Model School, Lahore, having been for the whole year, instead of for only five months in the previous return, and to enhanced grants. The decline in the total under the other heads is accounted for by the rise in fees, which, it will be observed, exceeded by a good deal the entire total increase. The very large fall in expenditure from Municipal Funds was partly due to the transfer to Government of the Central Municipal Board School at Lahore. Of the total expenditure, which is now Rs. 7,42,818, Provincial Revenues contribute a little over one-tenth, District Funds about one-eighth, Municipal Funds less than one-fourth, Fees more than two-fifths, and Private sources less than one-eighth. The contribution from Fees and Private sources is now over one-half of the total. The average annual cost, per scholar, in Secondary Schools, is about Rs. 15-7-0; in Anglo-Vernacular Schools, it is a little over Rs. 20; in Vernacular Schools, it is Rs. 7-2-0.

Fees.

79. The Fee receipts, as already stated, rose considerably during the year, and now stand at Rs. 3,05,148, or a little over 41 per cent. of the total expenditure. The rise extended to all the classes of schools, except the single Aided Vernacular School, that is, the school attached to the Oriental College, Lahore, which, with 50 pupils in the High Department, only raised Rs. 17 in fees. The Anglo-Vernacular Schools, it will be observed, contributed nearly nine-tenths of the Fee receipts.

Scholarships.

80. The number of scholarships current at the end of the year was 1977, or 125 more than last year. The number of Open and Jubilee Scholarships decreased slightly; whilst the Zamíndárí and Close Scholarships, especially the latter, increased. In the High Departments, 452 scholarships were current, or an average of a little over one to every five scholars reading at that stage; in the Middle Departments, 1405 were current, or a little under one to every 8 scholars; and, in the Primary Departments, 120 were current, the last being mainly small *wazífas* paid to poor boys in Sháhzáda Suriya Jah's School at Delhi. The rule that Scholarships, whether Open or Close, should be awarded according to the results of Public Examinations is now strictly observed. The total expenditure on Scholarships for the year was Rs. 58,514, or Rs. 2,163 less than last year. The decreased expenditure, compared with the increased number of scholarships, is mostly due to the fact that the reduced number of Open Scholarships of higher value more than compensates for the enhanced number of Close Scholarships of less worth. And, no doubt, the sickly season also affected the drawments. Over eight-ninths of the expenditure is met from Local Funds.

The founding during the year, by Sir James Lyall, of two High School and three Middle School Scholarships, for the benefit of the sons of Rájpút, Gaddí, and Kanet agriculturists in the Kángra District, is deserving of note. Two High School Scholarships have also been founded in the Gujrát District by Sardár Jagjodh Singh, to help deserving poor boys to study for the Entrance Examination.

Examination results.

81. The following table compares the results of the Entrance and Middle School Examinations for Native Boys for the last two years :—

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		Entrance Examination.			Middle School Examination.				
		Number of candidates.	Number passed.	Percentage of passes on number of candidates	Number of candidates *	Number passed.*	Percentage of passes on number of candidates.	Number who took up English only.	Number passed in English only.
Anglo-Vernacular Examination.									
Government and Board Schools.	1892-93 ...	427	295	69 1	1,369	679	49·6	142	108
	1891-92 ...	417	280	67·1	1,288	866	67·2	102	95
	Increase	10	15	2 0	81	...	...	40	13
	Decrease	...	...	...	..	187	17·6	...	...
Aided Schools	1892 93 ...	386	256	66 3	776	328	42 3	105	75
	1891-92 ...	376	190	50·5	725	409	56 4	92	80
	Increase	10	66	15·8	51	...	...	13	...
	Decrease	...	...	...	...	81	14 1	...	5
Unaided Schools ...	1892 93 .	178	109	61·2	424	91	21 5	19	7
	1891-92 ...	129	70	54 2	262	111	42·4	23	19
	Increase	49	39	7 0	162	...	...	...	...
	Decrease	...	...	...	...	20	20·9	4	12
Total Anglo-Vernacular Examination.	1892-93 ..	991	630	66·6	2,569	1 098	42·7	266	190
	1891 92 ..	922	540	58 5	2,275	1,386	60·9	217	194
	Increase	69	120	8 1	294	...	...	49	...
	Decrease	...	...	...	...	288	18 2	...	4
Vernacular Examination.									
Board Schools	1892-93 ..	3	2	66 6	1,253	955	76 2	...	...
	1891-92 ...	3	2	66·6	1,275	1,061	83 2	...	...
	Increase	...	...	...	...	...	...	...	...
	Decrease	..	...	...	22	106	7 0	...	...
Aided Schools	1892 93 ..	2	1	50 0	22	19	86 4	...	...
	1891-92 .	6	2	33 3	25	21	84 0	....	...
	Increase	...	...	16 7	...	...	2 4	...	...
	Decrease	4	1	...	3	2	...	...	...
Unaided Schools .	1892 93 ..	...	...	...	1	1	100 0	...	...
	1891-92 ..	...	...	...	3	3	100·0	.	...
	Increase	...	...	...	...	...	...	...	...
	Decrease	...	...	..	2	2	...	...	...
Total Vernacular Examination.	1892 93 ..	5	3	60 0	1,276	975	76 4	...	...
	1891-92 .	9	4	44·4	1,303	1,085	83·3	...	...
	Increase	...	...	15 6	...	...	...	...	...
	Decrease	4	1	...	27	110	6 9	...	...
Grand Total Anglo-Vernacular and Vernacular Examinations.	1892 93 ...	996	663	66 6	3,845	2,073	53 9	266	190
	1891 92 ...	931	544	58·4	3,578	2,471	69·1	217	194
	Increase	65	119	8 2	267	...	...	49	...
	Decrease	...	...	...	...	398	15·2	...	4

* Exclusive of those who took up English only.

Entrance Examination.

82. In the last Entrance Examination of the Punjab University, 996 candidates appeared from the Public Schools, and 663 passed, or 66 per cent., against 544 out of 931, or 58 per cent., in the previous year. Of the successful candidates, 660 belonged to the Anglo-Vernacular Schools, and only 3 to the Vernacular. Comparing the different classes of schools, Government and Board Schools had 69 per cent. of successes, Aided Schools 66 per cent., and Unaided Schools 61 per cent. The percentage of successes in the last Calcutta Entrance Examination was 65, which is much nearer that of the Punjab than was the case, as noticed in the last Chapter, with the higher examinations. The relative position of the Inspectional Circles, according to the average of passes in this examination, is the Deraját Circle first, with 81 per cent.; Jullundur second, with 65 per cent.; Lahore and Ráwalpindi next, with 60 per cent. each; and Delhi fifth, with 53 per cent. According to the number of passes, the order would be Lahore first, with 334; Ráwalpindi second, with 136; Jullundur third, with 113; Delhi fourth, with 97; and Deraját fifth, with 75.

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The most successful schools.

83. The schools which passed the greatest number of candidates were the Daya Nand Anglo-Vedic School, with 61 successes, the Central Model School, with 48, and the Gujránwála Mission School, with 45. The schools with the best percentages were the Municipal Board School, Dera Ghází Khán, the Church Mission School, Amritsar, and the Baring High School, Batála, which passed all their candidates; the Municipal Board School, Jullundur, with 94 per cent., the American Mission School, Siálkot, with 92 per cent., and the Pálampur High School, with 90 per cent.,—all excellent results, and evidence of careful work. The Mission School, Umballa, with 88 per cent. of successes, the Church Mission School, Dera Isma'íl Khán, and the Scotch Mission School, Siálkot, each with 85 per cent., and the Municipal Board Schools at Mooltan and Ferozepore, each with 81 per cent., also took high places; and the Victoria Bhrátrí Sabha School, at Dera Isma'íl Khán, the Municipal Board Schools at Amritsar, Rewárí, Gujrát, and the Muhammadan Anglo-Oriental School at Amritsar, with from 80 to 75 per cent. of passes, are also deserving of mention. The Mooltan Municipal Board School took the highest number of the first twenty places on the list; and the Jagádhrí Municipal Board School, in the first year of its sending candidates to the Entrance Examination, distinguished itself by winning the highest place.

Middle School Examination.

84. In the last Middle School Examination, out of 3845 candidates from the schools, 2073 passed, or just a little short of 54 per cent., compared with 2471 out of 3578, or 69 per cent., last year. There were, besides 190 who passed in English only. The results on the Vernacular side, with 76 per cent. of successes, were much more favourable than on the Anglo-Vernacular side, with only 42 per cent., and the difference is attributed to the application of a too high standard in English by certain examiners. The matter was enquired into by the University, with the result that the returns were slightly amended; and rules have been adopted to secure greater uniformity in the future. Comparing the different classes of schools, the Board Schools, on the Anglo-Vernacular side, take the highest place with 49 per cent. of successes, against 42 per cent. for the Aided, and 21 per cent. for the Unaided Schools. On the Vernacular side, the Aided Schools lead with 86 per cent.; but the number of candidates was insignificant, compared with that from the Board Schools. The order of the Circles, according to the percentage of successes in this examination, is Jullundur first, with 63 per cent., Deraját second, with 55 per cent., Ráwalpindi and Delhi next, with 51 per cent. each, and Lahore fifth, with 31 per cent. It has to be explained that it was in the Lahore Circle that the too high standard of valuing was applied, and that this Circle is further weighted by a large number of indifferent Unaided Schools. According to the number of passes, the order would be—Jullundur, Ráwalpindi, Lahore, Delhi, and Deraját.

Schools specially mentioned.

85. The schools with the highest proportion of successes in this examination, on the Anglo-Vernacular side, were the Daska and Jámke Schools in the Siálkot District, with over 90 per cent.; the Victor School, Jullundur, and the Municipal Board Schools at Ferozepore, Shujábád, Núrpur, and Bhera, with from 80 to 90 per cent.; and the Church Mission School, Dera Isma'íl Khán, the Bajwára Aided School, and the Board Schools at Ráhon, Tánda, Karnál, Chakwál, and Muzaffargarh, with from 75 to 80 per cent. The schools with the greatest number of passes, on the same side, were the Mooltan and Jullundur Municipal Board Schools, with 34 each; the Mission School, Gujránwála, and the Municipal Board School, Amritsar, with 30 each; the Municipal Board School

Ludhiána, and the Central Model School, Lahore, with 29 each; the Municipal Board Schools at Hoshiárpur and Gujrát, with 28 each; and the Municipal Board School, Siálkot, with 26 passes. The Tánda School distinguished itself by taking the highest place on the list, as well as two other places in the first twenty. The Ferozepore Municipal Board School had also three of the first twenty places, and the Siálkot Municipal Board School had two. On the Vernacular side, the Nawashahr Municipal Board School, in the Jullundur District, passed the greatest number of candidates. The Hariána, Vairowál, Moga, Mahalpur, and Kunjáh Schools followed close behind. The percentages generally taken were very high, which suggests the probability of a too low standard having been applied. The Adampur School took three of the first twenty places on the list, including the highest place; the Moga School had also three places within the first twenty, and the Phillour and Sambriál Schools two such places each.

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86. Several schools continue to send up candidates to the Entrance Examination of the Calcutta University; and the following table gives the results for the past year:—

Calcutta Entrance Examination.

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Government and Boards Schools ...	1892-93	27	13	48·1
	1891-92	44	12	27·3
	Increase	...	1	20·8
	Decrease	17	...	...
Aided Schools	1892-93	28	15	53·6
	1891-92	70	13	18·6
	Increase	...	2	35·0
	Decrease	42	...	...
Unaided Schools	1892-93	18	3	16·7
	1891-92	26	6	23·1
	Increase	...	...	...
	Decrease	8	3	6·4
Total ...	1892-93	73	31	42·5
	1891-92	140	31	22·1
	Increase	...	...	20·4
	Decrease	67	...	...

Out of 73 candidates, 31 passed, or 42 per cent., compared with 31 out of 140, or 22 per cent., in the previous examination. The proportion of successes is a good deal higher than last year; but it is still much lower than the general average of 65 per cent. for the whole examination, or than the 66 per cent. gained in the local test,—the reason, no doubt, being that, while the schemes differ considerably, there is no special preparation in the Punjab Schools for the Calcutta Examination. The best result was for the Aided Schools, that for the Unaided Schools being very poor. The decline in the number of candidates was very marked; and it is likely that this will continue. The desire, however, on the part of those who can afford the fees, to have a double chance, is so strong, that several appear to have tried the last Matriculation Examination of the Bombay University.

Boarding Houses

87. To prevent the undue multiplication of Secondary Schools, and yet to bring the means of advanced school education within the reach of those who may desire it, it is laid down in the Punjab Education Code that, as far as possible, every Secondary School should have a Boarding House attached to it.

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It is also required that these Boarding Houses should be provided with certain articles of simple furniture, with one or two necessary servants, and that they should be efficiently supervised. Year by year, the supply of Boarding Houses is being extended, and, with the exception of the Delhi, Rohtak, Karnál, Amritsar, Ráwalpindi, and Pesháwar Districts, the provision is already fairly satisfactory. The arrangements for the comfort and supervision of the boarders are also being gradually improved; and it is correct to say that the Boarding Houses have become an important factor in our educational system. How far, combined with games and play-ground life, they will exercise that influence for good on the schools they might be expected to do remains to be seen. I have myself, however, no doubt but that in time, they will be the means of awakening a better tone and spirit in the schools, especially by the growth of common interest and good-fellowship among the scholars. And this is a matter, especially at this time of factional wrangling not always kept out of the schools, for the Teachers and all connected with education to carefully see to. Boarding Houses, as remarked last year, are occasionally provided through the liberality of private gentlemen; and I have the pleasure of noting the case of one supplied during the past year at Rojhán, in the Dera Ghází Khán District, by Nawáb Sir Imám Bakhsh Khán, K.C.I.E., Mazárí Chief.

Advance of English compared with Vernacular education

88. It was noted at the beginning of this section that of the 12 additional schools opened during the year 11 were Anglo-Vernacular, and that while the attendance on Vernacular Schools had declined at all the stages of instruction, the reverse had been the case in the Anglo-Vernacular Schools. The number of Vernacular candidates in the last Middle School Examination was just one-half of that on the Anglo-Vernacular side; and, in the Lahore Circle, where English education has made most progress, the proportion from the schools was less than one-fourth. There can thus be no doubt that, as regards Secondary Schools, the desire of the people is mostly in favour of English education. Mr. Lewis considers that, in his Circle, there appears to be some check to the rapid advance of English education that has been going on for some years; but in the other Circles, which are not so far forward in this respect, the desire for English Schools continues on the increase. Lála Ságar Chand remarks on the point: "The year under review has seen a very marked development in the peoples' desire for an English education. On the one hand, school after school among the existing institutions has been adding English to its course; and, on the other, new Anglo-Vernacular Schools have been springing up." And Mr. Harvey says: "All over the country, Anglo-Vernacular Schools are clamouring to be raised to the High grade; while Vernacular Schools are equally eager to be converted into Anglo-Vernacular." That the desire is genuine is shown by the fact that subscriptions are readily raised with the view to getting a Vernacular converted into an Anglo-Vernacular School; and, as pointed out by the Ráwalpindi Inspector, the desire seems to have increased with the recent order of Government that, from 1896, a knowledge of English will be a necessary condition for most of the subordinate appointments in District Offices. But, with the increasing popularity of English education, it is not to be understood that the advantage of a Vernacular education is proportionately under-valued. On the contrary, the desire for education generally is becoming more and more wide-spread; where there is nothing else, the people anxiously petition for ordinary Vernacular Schools; and the Inspectors continue to

record instances of the people applying to have their Vernacular Primary Schools raised to the Middle grade, without the introduction of English being added as a condition.

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Primary Schools.

SECTION B.—PRIMARY SCHOOLS.

General statistics.

89. The following table compares the statistics of Primary Schools for Native Boys for the last two years :—

		Number of Schools.	Number of Scholars. Upper Primary stage.	Lower Primary stage.	Total.	Number of agricultorists.
Government and Board Schools	1892-93 ...	1,681	12,604	66 318	78.922	45.132
	1891-92 ...	1,663	12,498	72,483	84,981	48.621
	Increase ..	18	106	...	...	..
	Decrease ...	...	...	6,165	6,059	3,489
Aided Schools	1892-93 ...	58	349	3.086	3.435	706
	1891-92 ..	53	322	2,835	3,157	563
	Increase .	5	27	251	278	143
	Decrease ...	...	...	...	...	...
Unaided Schools	1892-93 ...	20	155	776	931	309
	1891-92 ...	15	167	595	762	115
	Increase ..	5	...	181	169	194
	Decrease ...	...	12	...	...	...
Total ...	1892-93 ...	1,759	13.108	70,180	83.288	46.147
	1891-92 ..	1,731	12,987	75,913	88,900	49,299
	Increase ..	28	121	...	...	..
	Decrease ...	...	...	5,733	5,612	3,152
Number of scholars in Primary Schools and Primary Departments of Secondary Schools.	1892-93 ...	...	24.472	92.964	1,17.436	54 340
	1891-92 ...	...	24.255	99,134	1,23,389	57,907
	Increase ..	...	217	..	..	...
	Decrease ...	...	...	6,170	5,953	3,567
Zamindári Schools included in the above.	1892 93 ...	202	...	6,360	6 360	4 382
	1891-92 ...	202	...	6,902	6,902	5,004
	Increase ...	...	...	...	..	...
	Decrease ...	...	...	542	542	622

Number of schools and scholars.

90. There is an increase of 28 Primary Schools, but a fall of 5612 scholars, giving now a total of 1759 schools, and 83,288 scholars. The gain in the number of schools is made up of 18 new Boards Schools, 5 new Aided, and 5 Unaided Schools,—the rise extending to all the Circles but that of Lahore. The fall in the scholars extended to all the Circles, and was greatest in Delhi, where there had been an abnormal rise in the previous year, and least in Jullundur. The fall in the total is confined to the Lower Primary stage; and is attributed, as already stated with reference to the Primary Departments of the Secondary Schools, chiefly to the unusual sickness that prevailed throughout the Province for several months of the year. The fall naturally affected rather largely the agriculturist scholars, who still, however, make up 55 per cent. of the total. If the attendance on the Primary Departments of Secondary Schools be taken into account, it will be found that the whole number at the Primary stage of instruction, in Public Schools for Native Boys, is 117,436. If the number attending the Indigenous and other Elementary Schools, that are regularly inspected and examined for grants (*vide* Chapter VIII), be also added, we shall get a total of 141,953 boys receiving a useful elementary education under the influence of the Department, compared with 146,996 last year.

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Primary Schools. Expenditure.

91. The statement below gives the expenditure from various sources on Primary Schools for Native Boys for the last two years :—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other Resources	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government and Board Schools.	1892-93 ...	4,347	2,85,908	36,716	40,623	654	3,68,248
	1891-92 ...	4,431	2,79,646	35,057	39,900	1,459	3,60,493
	Increase ...	...	6,262	1,659	723	...	7,755
	Decrease ...	84	.	...	...	805	...
Aided Schools ...	1892-93 ...	4,423	238	874	5,687	10,665	21,887
	1891-92 ...	4,519	529	965	5,187	10,281	21,481
	Increase ...	...	...	...	500	384	406
	Decrease ...	96	291	91	...	...	...
Unaided Schools ..	1892-93 ...	...	...	...	1,129	3,390	4,519
	1891-92 ...	...	...	...	980	2,565	3,545
	Increase ...	...	...	...	149	825	974
	Decrease ...	...	...	...	...	...	...
Total ...	1892-93 ...	8,770	2,86,146	37,590	47,439	14,709	3,94,654
	1891-92 ...	8,950	2,80,175	36,022	46,067	14,305	3,85,519
	Increase ...	...	5,971	1,568	1,372	404	9,135
	Decrease ...	180	...	...	...	...	...
Scholarships ...	1892-93 ...	...	338	35	...	49	422
	1891-92 ...	...	222	12	...	855	1,089
	Increase ...	...	116	23	...	...	...
	Decrease ...	...	...	...	...	806	667

The total expenditure is now Rs. 3,94,654, or Rs. 9,135 more than last year, the rise being mostly due to the increased number of schools. As 18 of the new schools were Board Schools—partly Village and partly Town Branch Schools—the enhanced cost has naturally fallen mainly to District and Municipal Funds. The decreased expenditure from Public Funds on Aided Schools is owing to diminished grant earnings. Of the total expenditure, 72·5 per cent. is contributed from District Funds, 12 per cent. from Fees, 9·5 per cent. from Municipal Funds, 3·8 per cent. from Private sources, and 2·2 per cent. from Provincial Revenues. The charge against Provincial Revenues is about equally divided between the Model Schools attached to the Normal Schools and Municipal Branch Schools, and grants to Aided Schools. The average annual cost, per scholar, in these Primary Schools is about Rs. 4-12-0, of which a little over five-sixths is met from Public Funds.

92. The income from Fees shows an increase of Rs. 1,372, and now stands at Rs. 47,439, or 12 per cent. of the total expenditure, compared with 41 per cent. in the Secondary Schools. In Government and Board Schools, agriculturist scholars are at present exempt from the payment of fees in Primary Departments; and the rise in Fee receipts, notwithstanding the considerable fall in the number of scholars, is said to have been mainly due to a more careful distinction between agriculturists and non-agriculturists. The rules for the levy of fees are also getting to be more strictly applied; and the special rates sanctioned for some Districts were raised during the year. It has also now been definitely ruled that the fees levied in Branch Schools shall be those prescribed for the Lower Primary classes of Anglo-Vernacular Schools.

Scholarships

93. As a rule, scholarships are not paid in Primary Schools for boys. They are, however, still occasionally awarded, with the

sanction of Government, in favour of particular classes, and for backward Districts. The small return on this account in the table of expenditure given above, namely, Rs. 422, which is a decrease of Rs. 667 on the amount shown last year, is made up of awards on account of Mína boys in the Gurgáon District, of a few scholarships in the Kullú Valley, and of stipends recently sanctioned, as a special case, in favour of selected hill boys (Mahsúds, Bhitannís, and Shiránís) in the Dera Isma'íl Khán District, to enable them to attend schools away from their homes. The irregular payment of stipends has practically disappeared.

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94. The following table gives the results of the Upper and Lower Primary Examinations, both as regards the Primary Schools proper and the Primary Departments of Secondary Schools :—

Examination results.

		Number of candidates.*	Number passed.*	Percentage of passes on number of candidates.	Number of candidates who took up English only.	Number passed in English only.
Upper Primary Examination.						
Government and Board Schools	1892-93 ...	8,174	5,954	72·8	742	585
	1891-92 ...	8,499	6,337	74·6	742	630
	Increase ...	...	...	...	...	...
	Decrease ...	325	383	1·8	...	45
Aided Schools	1892-93 ...	920	615	66·8	366	286
	1891-92 ...	1,005	718	71·4	338	260
	Increase ...	...	...	...	28	26
	Decrease ...	85	103	4·6	..	...
Unaided Schools	1892-93 ..	124	80	64·5	20	13
	1891-92 ...	104	51	49·0	38	24
	Increase ...	20	29	15·5	...	...
	Decrease ...	...	...	...	18	11
Total	1892-93 ...	9,218	6,649	72·1	1,128	884
	1891-92 ...	9,608	7,106	74·0	1,118	914
	Increase ...	...	...	..	10	...
	Decrease ...	390	457	1·9	...	30
Lower Primary Examination.						
Government and Board Schools	1892-93 ...	14,151	10,703	75·6	...	...
	1891-92 ...	14,312	10,819	75·6	...	...
	Increase ...	...	...	...	...	...
	Decrease ..	161	116	...	...	...
Aided Schools	1892-93 ..	1,337	959	71·7	...	...
	1891-92 ..	1,366	994	72·8	...	...
	Increase ...	...	...	...	...	...
	Decrease ...	29	35	1·1	...	...
Unaided Schools	1892-93 ...	158	95	60·1	...	...
	1891-92 ...	129	68	52·7	...	...
	Increase ...	29	27	7·4	...	...
	Decrease ...		...	...	...	...
Total	1892-93 ..	15,646	11,757	75·1	...	...
	1891-92 ...	15,807	11,881	75·2	...	...
	Increase ...	...	...	...	...	...
	Decrease ...	161	124	·1	...	...

* Exclusive of those who took up English only.

For the reason already given in accounting for the fallen attendance, the number of candidates and of passes in both examinations is lower than in the previous year ; but the particular figures will, I believe, in the circumstances, be deemed satisfactory. In the ordinary Upper Primary Examination, 6649 out of 9218 passed, or 72 per cent., against 74 per cent. last year. In addition to the above, 884 out of 1128 passed the Upper Primary Examination in

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Primary Schools.

English only, or 78 per cent. These had previously passed the Upper Primary Examination in the Vernacular. In the Lower Primary Examination, 15,646 candidates were examined, and 11,757 passed, or 75 per cent., as in the previous year. In both examinations the results were highest for the Government and Board Schools, but favourable also for both the Aided and Unaided Schools, with an average of 69 and 62 per cent. of passes, respectively. The proportion of passes for the several Circles is strikingly uniform; and, except in the Ráwalpindi Circle, the results for the Special English Classes were highly satisfactory.

Zamíndárí Schools

95. From the table at the beginning of this section it will be seen that the number of Zamíndárí Schools was the same as last year, namely, 202, but with a decreased attendance from 6902 to 6360. The decline in the number of agriculturists is, it is to be regretted, greater than the total decrease. The fall extended to all the Circles, but was greatest in Delhi. The Ráwalpindi Circle still takes the lead in the matter of Zamíndárí Schools; and the Inspector records an instance of an ordinary Indigenous School in the Gujrát District adopting the Zamíndárí scheme of studies. The scheme embraces a five years' course of study, with five simple standards of examination specially adapted to the requirements of the agricultural classes; and the examination returns for the year, with an aggregate of 3000 passes out of 3994 candidates, or 75 per cent., may be deemed satisfactory. But these schools do not increase in popularity. On the contrary, as the people come to realize the purpose of the scheme,—to fit their children, that is to say, for their hereditary calling and no more, they almost everywhere clamour to have a school rather of the ordinary type. This is especially the case where the Zamíndárí Schools were originally ordinary Primary Schools. But the whole matter is an experiment, and deserves, as well as requires, a sufficiently prolonged trial. In certain respects, it may be said, it has scarcely been getting such a trial; for the half-time system, so as not to take the scholars entirely away from the fields, and the teaching of Arithmetic and Accounts by native methods, so as to suit the special requirements—which are the distinctive elements of the scheme—are not yet, to any large extent, carried out. Hence it is, as remarked by several of the Inspectors, that the present Zamíndárí Schools are frequently no more than ordinary Primary Schools in disguise. But they ought not to be so. The problem is not what the people most desire, but what is best for them; and, in proportion as the scheme receives a complete trial in all its parts, will it be possible to arrive at correct conclusions regarding it.

Gurmukhí Classes.

96. During the year, the Gurú Singh Sabha of Ferozepore renewed its representations in favour of the introduction of the Panjabí language into the Board Schools, and was informed that the facilities at present existing for the opening of Gurmukhí Classes, where there might be a desire for such, had not been taken advantage of to any great extent. At present, there are altogether 20 Gurmukhí Classes attached to Board Schools—5 in each of the Ferozepore, Hoshiárpur, and Montgomery Districts, 2 in the Lahore District, and one each in Ludhiána, Jullundur, and Amritsar. The classes, as a rule, are not well attended; nor is the Sikh population always well represented in them. The Ferozepore Singh Sabha, to practically exemplify its contention, has opened a Boys' and a Girls' School in the Ferozepore city, the former of which seems to be doing well; but there is yet no evidence to show that such schools, on the Boys' side, are specially desired by the people. "As a rule," Mr. Lewis remarks, "the

Teachers of these schools have collected a number of little boys for the sake of a livelihood; but it is not apparent from their condition that they have supplied a felt want. Nor was there any evident desire on the part of the people for the opening of such schools, or any willingness to pay fees for the kind of instruction given in them."

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General Questions.

SECTION C.—GENERAL QUESTIONS.

General character of the instruction.

97. It is admitted by all the Inspecting Officers that the general character of the teaching in the schools continues to improve; although it cannot be said that that is yet anything like what it ought to be. The annual out-put of the Training Institutions, at the rate of about two hundred teachers a year, gives the hope of rather rapid improvement in this respect; but there is the counteracting effect of untrained comrades, and of a very tenacious old system; and it still remains one of the most important duties of Inspecting Officers to instruct the teachers, as well as to stir them up and encourage them. "The great merit of the Masters," says one Inspector, "is that they are generally painstaking, and so the prescribed amount of work is got through by the end of the year," in spite of want of method and activity. Lála Piyáre Lál notices the following defects as those most prevalent in his Circle:—In the lower classes,—frequent neglect of the rules of Persian penmanship, monotonous and unintelligent reading, insufficient practice in spelling, and disuse of the Black Board; in the higher classes,—inattention to the subject matter of what is read, insufficient practice in translation into both Persian and English, disregard of processes and form in Mathematics, and generally inferior teaching in Geography and Mensuration. Lála Ságar Chand, in addition to some of the above shortcomings, instances especially defective English reading and pronunciation, with committal to memory and recitation much neglected, and the regulation as to conversing in English ignored, want of method and interest in teaching History, slovenly work in Arithmetic, and insufficient attention to reading and grammar in both Persian and Urdú. Regarding reading, he adds: "Good reading, indeed, is a subject of which Vernacular teachers, speaking of them with the utmost consideration, seem to have no idea; and the result is that the faults of the boys become rooted in them, so that when they go up to the English classes, their English reading becomes infected with the same vices." Mr. Lewis complains chiefly of want of thoroughness, and remarks that, in his experience, "the teacher who is at once industrious and capable is only occasionally met with." There is certainly much yet to be looked for, and enough to engage the attention alike of the Teachers and the Inspecting Officers.

Conduct and discipline.

98. The conduct of the scholars and the discipline maintained in the schools are again favourably reported on. The appearance of the classes, at the time of the annual inspection, in neatness, smartness, and order, was generally satisfactory. In a few of the less advanced Districts, cleanness of person, however poor the clothing, wants to be more fully inculcated; but, outwardly, there is said to be a constantly growing improvement. Inwardly, too, there seems to be a somewhat better tone; and instances of resorting to unfair practices at examinations are becoming rarer. A check to discipline is noted by the Lahore Inspector in the multiplication of Unaided Schools, and their non-observance of the Inter-School Rules, which "have not only produced a bad effect on their own discipline, but have, to a large extent, rendered the task of keeping it up in older schools, to say the least, somewhat arduous." This matter was discussed at

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General Questions.

the last Educational Conference, and has been referred, in one aspect, to the Senate of the Punjab University, for consideration. The Ráwalpindi Inspector refers to the manners—rather the want of manners—of the scholars; and this is a matter which calls for the unrelaxed efforts of all concerned.

Moral instruction.

99. The exercise of a right influence, so as to make for character, is one of the fundamental principles of the Department. This is impressed on the schools; it is taught in the Training Institutions; Inspectors are constantly bringing it to the notice of Managers and Teachers; and it is admitted that the mere holding up and emphasizing of the principle has done good. It will, however, with all the existing drawbacks, take a long time to make the atmosphere of the schools all that it should be. Meanwhile, the reading books are prepared with a view to their influence in this direction; the habits of punctuality, industry, obedience, and such like, are acquired in the ordinary course of school discipline; and it is believed that the higher virtues of love of truth, thoughtfulness, unselfishness, contempt for what is mean, &c., are also being evoked, to some extent, in the better schools. In the course of the past year, instances of school-boys joining in party squabbles have been brought to my notice; and this is a danger which, unless most peremptorily put down, would be likely to destroy all that has been done in the way of moral improvement. It certainly requires the vigilance of the Masters and Managers.

hysical Training.

100. Physical training continues to receive increased attention, and, with the exception of a few of the Frontier Districts, may now be said to be fairly well provided for. During the past year, more itinerant instructors were employed, the prescribed courses were more generally introduced, and more tournaments and competitions were organized. The great want still is the provision of a Teacher or Monitor for Physical Training in the separate schools; and this, in the nature of the case, will only be very gradually supplied. In addition to the Gymnastic Courses for each grade of school, elementary drill is now very generally taught, and, in some localities, has become very popular. Cricket continues to flourish, with improved play and style, in most of the Secondary Schools; and, in several Districts, foot-ball is beginning also to find favour. The Aided Schools have not, as a rule, taken up physical training so systematically as the Board Schools have done; yet the Gujránwála Mission School won the Circle Belt in the last tournament; and the Jullundur Inspector speaks of Indigenous Schools in the Ludhiána District having "caught the contagion." All the Circles but that of Jullundur have now an annual tournament, with the best results as to the emulation excited. In the winter, a Schools' Athletic Tournament was arranged at Lahore as part of the festivities on the occasion of the Farewell to Lord Roberts; teams came from each of the Circles; and the exhibition was deemed to have been highly creditable to the boys and their instructors. District Tournaments have also been more generally organized; and it may be hoped that, in a few years more, athletics and the pursuit of games will have found their proper place in all the schools.

Buildings and accommodation.

101. There was less done, during the past year, in the way of attention to the outward wants of the schools, than might have been expected. It is correct to say that a formidable obstacle to the advance of education, at present, is in the want of suitable accommodation. As a rule, the Secondary Schools are over-crowded; many schools are housed in quarters entirely unsuited to educational purposes; and many Primary Schools of long standing

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have no buildings of their own, and are accommodated in sheds, in rooms lent on sufferance, or under the village trees. To meet this state of things, an occasional new school-house is provided, and occasional enlargements are carried out; but only in a few instances, even when the means are available, do the Local Bodies appear to me to rise fully to the occasion. Take the Lahore Municipality, which now supports five Branch Schools, and spends Rs. 7,170 on education. Not one of its buildings is, in any degree, suited to the purposes of a school. The same is the case with Delhi as regards its Primary School and Branches; and yet between ten and fifteen thousand rupees have been lying available for the purpose for about twenty years! Take again the District Board Schools. In the Jullundur Circle, for instance, 16 schools in the Ferozepore District, and 20 each in the Jullundur and Hoshiárpur Districts, are without buildings of their own; 20 houses are said to be in a dilapidated condition, and all the Middle Schools, and about 60 Primary Schools, are over-crowded. It is much the same with all the Circles; and main centres like Siálkot, Ráwalpindi, and Peshá-war, all stand in urgent need of suitable school buildings. What is wanted, as I have constantly to point out on reviewing the District Reports, is a specific annual provision—as large as it can be made consistent with other claims—for new buildings and enlargements. If this were done, and a substantial addition were made every year to the number of well-housed schools, a great stimulus would, I believe, be given to popular education.

Furniture and appliances.

102. The schools are, as a rule, well supplied with furniture and the necessary appliances. Where there is any marked deficiency, it is mostly in the apparatus for teaching Physical Science and Mensuration. The former can now be had from the workshops attached to the Science Institute at Lahore, which makes the supply no longer a matter of difficulty. Additions to the Libraries attached to the schools are not so liberal as they might reasonably be expected to be. It is, however, believed that a ready response will be given to the measures recently adopted for the encouragement of private reading among the boys.

General progress.

103. The year under review, as already more than once remarked, was exceptionally unhealthy; and this affected the numerical progress, as well as the examination results, especially of the Lower Primary classes, which are most readily influenced by sickness. Otherwise, the record may be regarded as satisfactory. The number of schools rose by 2 per cent.; the fee receipts also increased; the examination results were good, on the whole; the tone and discipline are said to have improved somewhat; and, in physical training, or the more masculine part of the work, the advance was encouraging With a few exceptions, the Aided Schools did very well; but, also with a few exceptions, the Unaided Schools are not promising. Mr. Lewis notes that the postal work of the Teachers, in some places, has become so heavy as to interfere with the proper discharge of their school duties; and this will be enquired into as contrary to the specific regulations regarding the employment of Teachers as Post Masters.

Teachers' Associations.

104. In last year's report, I referred to the want of influences bearing on the Teachers and tending to the maintenance of efficiency; and I quoted a passage from the report of the Lahore Inspector, in which the suggestion of Teachers' Associations was made. Since then Mr. Lewis has succeeded in setting an actual Association on foot; and his remarks below will go to show that the experiment is not without promise, although the paying of the travelling expenses of the Teachers may be of doubtful expediency:—

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Education in Native States.

"Last year I suggested that something might be done to keep alive the interest of teachers in their work, by means of District Associations of Teachers, meeting from time to time to discuss topics connected with their work. In accordance with this suggestion, the experiment has been tried in the Lahore District. Local Bodies have paid the travelling expenses of teachers attending the meetings, two of which have been held; and the District Board has liberally found in addition the means to print, and distribute gratis among the schools, copies of the Proceedings in Urdú. The experiment has so far been successful, since the teachers have evidently been interested in these meetings, and have shown a thorough appreciation of the privileges thus afforded them. The papers that have been read have dealt chiefly with the methods of teaching different subjects, and have brought new ideas before the members, from which they are likely to reap some appreciable benefit, seeing that, to begin with, their interest was roused. In fact, the objects in view in establishing such an Association were to put some life and spirit into the work of a teacher, to bring some relief to the drudgery of his unbroken toil, to put him in touch with other workers in the same Department, to make educational matters interesting to him, to place new ideas before him, and so to improve his daily work; and these objects may be said to have been to an encouraging extent already realized"

SECTION D.—EDUCATION IN NATIVE STATES.

Institutions and scholars in Native States.

105. The following table gives a summary of the educational statistics of Native States for the past year, as far as these have been furnished :—

	Patiála.	Bahá walpur.	Jínd.	Kapurthala.	Faridkot.	Total.
Arts Colleges	1	1	...	...	...	2
Secondary Public Schools. Anglo-Vernacular	12	7	3	8	...	25
Secondary Public Schools. Vernacular ...	6	2	1	2	1	12
Primary Public Schools	90	33	10	30	1	164
Special Schools	...	10	..	...	...	10
Scholars in Arts Colleges	89	26	...	...	...	115
Scholars in Secondary Public Schools. Anglo-Vernacular	1,986	569	309	795	...	3,659
Scholars in Secondary Public Schools. Vernacular ...	521	82	84	151	3	841
Scholars in Primary Public Schools ..	3,579	916	295	938	95	5,823
Scholars in Special Schools	...	141	...	...	...	141
Indigenous Schools. Advanced ...	8	71	3	3	2	87
Indigenous Schools. Elementary ..	81	366	16	114	...	577
Indigenous Scholars. Advanced ...	89	696	36	294	98	1,213
Indigenous Scholars. Elementary ...	1,638	3,658	167	1,251	...	6,714
Scholars in all Colleges and Schools	7,902	6,088	891	3,429	196	18,506
Scholars learning English	866	320	116	496	...	1,798
Number of boys on the rolls	7,479	5,456	870	3,406	196	17,407
Number of girls on the rolls	423	632	21	23	...	1,099
Total male population	871,467	355,153	155,948	163,373	63,909	1,609,850
Males per scholar in Public Colleges and Schools	141	204	226	87	652	152
Males per scholar in all Schools ...	110	58	175	47	343	86

Two Arts Colleges at Patiála and Bahá walpur are returned, with 89 and 26 students, respectively, including the Oriental Departments; 37 Secondary Schools, with 4500 scholars; and 174 Primary and Special Schools, with 5964 scholars; or altogether 10,579 in attendance on Public Institutions, compared with 10,931 last year. The Private Schools are returned as 664 in all, with 7927 scholars, giving a total of 18,506 under instruction, of whom 1099 are girls.

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Education in Native States.

Examination results for Native States.

106. The statement below gives the results of the University Examinations for all the States which contributed candidates:—

		Patiála.	Bahawalpur.	Jínd.	Kapurthala.	Nábha.	Jammú.	Chamba.	Faridkot.	Maler Kotla.	Náhan.	Biláspur.	Total.
Bachelor of Arts ...	Candidates	3	1	...	...	...	...	...	...	...	...	...	4
	Passes ...	...	...	...	...	...	...	...	...	...	...	...	...
Intermediate ...	Candidates	11	9	1	...	...	...	...	1	...	...	...	22
	Passes ..	10	9	1	...	...	...	...	...	...	...	...	20
Entrance, Calcutta	Candidates	2	...	...	...	...	2	...	...	...	...	...	4
	Passes ...	1	...	...	...	...	...	...	...	...	...	...	1
Entrance, Punjab	Candidates	22	13	...	15	10	6	...	...	...	1	3	70
	Passes ...	17	11	...	11	8	2	...	...	...	1	2	52
Anglo-Vernacular Middle School Examination.	Candidates	60	32	14	44	21	34	3	...	9	23	...	240
	Passes ...	22	19	5	23	5	18	...	...	2	6	...	100
Vernacular Middle School Examination.	Candidates	20	6	...	23	1	8	...	...	...	...	...	58
	Passes ...	15	5	...	18	1	6	...	...	...	...	...	45

In the B. A. Examination there were no passes; 20 out of 22 passed the Intermediate Examination; 52 out of 70 the Punjab Entrance, and 1 out of 4 the Calcutta; 100 out of 240 passed the Anglo-Vernacular Middle School Examination, and 45 out of 58 the Vernacular. These results, with an average, on the whole, of 55 per cent. of successes, may be regarded as satisfactory.

Chapter V, A, 107.

Training Institutions for Teachers.

CHAPTER V.

SCHOOL EDUCATION—SPECIAL.

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Under the head of Schools for Special Training are included—(1), Training Institutions for Teachers; and (2), all other Institutions for Professional, Technical, and Industrial Education.

SECTION A.—TRAINING INSTITUTIONS FOR TEACHERS.

I.—THE CENTRAL TRAINING COLLEGE.

Central Training College.

Organization, Staff, &c.

107. The report of the Principal on the Central Training College is given as Appendix H. This institution is for the training as English Teachers of men who have already received an advanced general education through the medium of English, and of Vernacular Teachers for Secondary Schools. It comprises three sections, or separate classes: a *Senior English Class*, training Teachers for Anglo-Vernacular Secondary Schools; a *Junior English Class*, training for Junior English Teacherships; and a *Vernacular Class*, training for Vernacular Teacherships in Secondary Schools. Mr. Cope remained in charge of the College throughout the year. The Assistant Superintendent, Lála Munshí Lál, M. A., was on two months' leave during the year, when Lála Jíya Rám, M.A., officiated for him. In February, Lála Jíya Rám, the First Assistant Master and Translator, went on a year's leave, Lála Súraj Narâyan, the Second Assistant and Translator, being appointed in his place, and Pandit Iqbál Kishan, M.A., being brought in as Second Assistant Master and Translator.

Composition of the Classes.

108. At the close of the year, the number of students on the rolls was 63, against 79 in the previous year. The decrease is due to the fact that the number of stipends had to be reduced, to provide for double classes during three months of the current year, with the view to changing the beginning of the session from October to May. The Senior English Class had 12 students,—2 teachers and 10 stipendiaries, of whom 2 were B. A.s, 9 Intermediate passed men, and 1 who had failed in the Intermediate Examination. It appears to me that, with a run on these stipends as stated by the Principal in his report, an Intermediate *pass* might now be made the lowest standard for admission to the class. The Junior English Class contained 20 students,—5 teachers and 15 stipendiaries, all of whom had passed the Entrance Examination. The Vernacular Class had 9 teachers and 22 stipendiaries, or 31 in all, mostly recruited from the pass list of

the Normal Schools. The Principal continues to exercise great care in the selection of the students, with the aim of securing men likely to become active and observant teachers.

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Training Institutions for Teachers.

Expenditure.

109. The total expenditure on this institution for the year was Rs. 23,968, of which Rs. 16,354 was spent on Establishment and Contingencies, and Rs. 7,614, or nearly a third of the whole, on Stipends. The expenditure on Establishment is slightly in excess of last year, owing to increments to salaries.

Certificate Examinations.

110. From the Senior English Class, 16 appeared for the Senior Anglo-Vernacular Certificate, and 10 passed, 4 in the First Division, against 15 out of 17 in the previous year. The failures were chiefly in Physical Science and English. Only one candidate failed in School Management, and all passed in the Practice of Teaching. Besides those from the Central Training College, 12 private candidates appeared for the same Certificate, and 4 passed.

From the Junior English Class, 27 candidates went up for the Junior Anglo-Vernacular Certificate, and 17 passed,—6 in the First Division, against 18 out of 25 in the previous year. The failures were mostly in School Management. Of 7 private candidates for the same Certificate, only 2 passed, both in the Second Division.

From the Vernacular Class, 34 appeared for the Senior Vernacular Certificate, and 24 passed,—14 in the First Division, against 22 out of 30 last year. The failures were divided pretty equally over the subjects, except in Mathematics in which there was but one failure, and in the Practice of Teaching in which all passed. Fourteen private candidates also appeared for this Certificate, of whom 9 were successful.

The above results are, especially for the English Classes, a decline on those of the previous year. The failure in School Management in the Junior English Class is especially to be regretted; but the results throughout in the Practice of Teaching are, as heretofore, highly satisfactory. The Examiner in English was disappointed with the appearance of many in the *vivâ voce* test, especially in Grammar; and the attention of the Principal was called to the subject. It has also been decided that, from the examination of the current year, a minimum number of marks in the Oral Examination in English will be required to pass.

Conduct of the students.

111. The general behaviour of the students is said to have been excellent, as usual. The discipline maintained is strict, with the result that the men soon get into the spirit of the place, and will be likely to carry away some of that spirit when they leave the College. The Principal touches an important matter of school discipline, when he refers to the reasons usually given on applications for leave; and the Central Training College will have achieved a desirable end, if the teachers it sends forth succeed in instilling in their pupils even some measure of sufficient reason, as well as propriety, in this connection.

Physical training.

112. The Physical training prescribed for the Central Training College is such as to enable the students to teach the Course laid down for High Schools. For some months the College was without a Gymnastic Master, and as much progress was not made during the year as was to be expected; but since the 1st of December the work has been proceeding satisfactorily under an efficient instructor. The Principal refers to a want of appliances; but this was owing to the fact that a Gymnasium, fully equipped, has been for some time in course of preparation for the use of the Government College and the Central Training College combined. That Gymnasium is now ready; and it is expected that the stu-

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Training Institutions for Teachers.

Boarding House.

dents of the Central Training College will, from the current year, be fully prepared for Senior Gymnastic Certificates, as laid down in the Code.

113. The Boarding House, which is an important part of this institution, continues to be well managed. It is at present located in a hired building, comfortable enough, but not altogether suitable; and a new building, conveniently arranged, and within the College grounds, has recently been sanctioned for both this institution and the Normal School associated with it. The Principal, in his report, remarks on the advantages of encouraging School Gardens; and good would, no doubt, result from having a garden connected with the new Boarding House. But the good would be in proportion to the work done in the garden by the students' own hands; and, for this reason, the suggestion of a special grant would not likely be favourably entertained.

Model School.

114. The Model School was greatly strengthened during the year by the arrival from England in November of Mr. H. T. Knowlton, the new Head Master. This school had, at the end of the year, 629 scholars, and affords every convenience as a practising school. It is also still, in effect, the Central School of the Lahore District; and, in this respect also, I anticipate many advantages from Mr. Knowlton's connection with it. Its success as a practising school is evinced by the excellent results in the Practice of Teaching in all the Certificate Examinations; and the arrangements to secure this end continue highly satisfactory. Boarding accommodation for the scholars of this school not belonging to Lahore is to be provided in connection with the new Boarding House sanctioned for the Central Training College and Normal School; and this is certain to be a great boon to the whole of the Lahore District.

II.—NORMAL SCHOOLS.

Normal Schools. General statistics.

115.—The following table compares the statistics of the Normal Schools for Male Teachers in the Province for the last two years:—

			Government.			
			1892-93.	1891-92.	Increase.	Decrease.
Number of Schools			5	5	...	...
Number and Distribution of Scholars at the close of the year.	Government Stipendiaries ...		257	278	...	21
	Non-stipendiary students ...		1	...	1	...
	Total ...		258	278	...	20
	In Ordinary Class	Teachers	112	116	...	4
		Others ...	83	96	...	13
	In Zamíndárí Class, reading—	Urdú ...	27	33	...	6
		Hindí ...	14	14	...	...
		Punjábí ...	19	17	2	...
		Pashtú ...	3	2	1	...
			Rs.	Rs.	Rs.	Rs.
Expenditure.	On Establishments and Contingencies.	From Provincial Revenues	18,346	16,597	1,749	...
		Total ...	18,346	16,597	1,749	...
	On Stipends .	From Provincial Revenues	16,512	16,989	...	477
		Total ...	16,512	16,989	...	477
	Grand Total ...		34,858	33,586	1,272	...
Results of Examinations.						
Junior Vernacular Examination			166	85	81	...
Zamíndárí Teachership Examination			65	46	19	...

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Training Institutions for Teachers.

Number of schools and students.

116. The number of Normal Schools remains 5, or 1 for each Inspectional Circle—at Delhi, Jullundur, Lahore, Ráwalpindi, and Mooltan. The number of students returned is 258, or 20 fewer than last year, owing, as in the case of the Central Training College, to a reduction in the number of stipends, to admit of double classes for three months of the current year, which a change in the period of the session had rendered necessary. All but one of the students are stipendiaries. In the Ordinary Classes, which prepare teachers for the ordinary Primary Schools, there were 195 students, or 17 fewer than last year; and in the Zamíndárí Classes, which train teachers for the Zamíndárí Schools, there were 63 students, or 3 less than last year. In the Punjábí and Pashtú Classes, there was an increase of 2 and 1 students, respectively. The following statement will show the distribution of the two classes of students over the various schools:—

Delhi Normal School ...	Ordinary	36
	Zamíndárí	14—50
Jullundur „ „ ...	Ordinary	41
	Zamíndárí	10—51
Lahore „ „ ...	Ordinary	55
	Zamíndárí	17—72
Ráwalpindi „ „ ...	Ordinary	37
	Zamíndárí	8—45
Mooltan „ „ ...	Ordinary	26
	Zamíndárí	14—40
	Total ...	258

Expenditure.

117. The total expenditure shows an increase for the year from Rs. 33,586 to Rs. 34,858, or of Rs. 1,272, which is owing to the fact that the new School at Mooltan had been open for only six months in the previous year. The decrease of Rs. 477 on account of stipends would have been greater, had it not been that the effect of the reduced number was counterbalanced by the full year's return from Mooltan. The effect of the double class, from May to July of the current year, will be seen in the next year's return of stipends.

Certificate Examinations.

118. From the Ordinary Classes, 211 candidates appeared for the Junior Vernacular Certificate, of whom 166 passed, against 85 out of 209 in the previous year. This result, or just a little under 80 per cent. of passes, may be regarded as satisfactory. The failures were all but exclusively in Mathematics and School Management. In the Practice of Teaching, all the candidates passed. Of the passes, the Lahore School contributed 50 out of 64 candidates, with 24 in the First Division; the Jullundur School 40 out of 43, with also 24 in the First Division; the Delhi School 29 out of 37, with 15 in the First Division; the Ráwalpindi School, 29 out of 41, with 8 in the First Division; and the Mooltan School, 18 out of 26, with 9 in the First Division. Estimated by the percentage of passes, the Jullundur School stands *first*, with 93 per cent.; the Lahore and Delhi Schools, *second*, with 78 per cent. each; the Ráwalpindi School, *fourth*, with 70 per cent.; and the Mooltan School, *fifth*, with 69 per cent. Besides the candidates from the Normal Schools, 93 private candidates went up for the Junior Vernacular Certificate, of whom 61 were successful. As many as 54 of those successful appeared in one subject only, in which they had failed in the previous year.

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Training Institutions for Teachers.

For the Zamíndárí Certificate, 72 candidates appeared from the Normal Schools, of whom 65 passed, or 90 per cent., against 46 out of 69 last year. Of the passes, the Lahore School contributed 19, Jullundur 14, Delhi 13, Mooltan 10, and Ráwalpindi 9. The Jullundur School distinguished itself by passing all its candidates; and the Delhi School, by passing the greatest number in the First Division. The results, generally, were very satisfactory, which was not, I believe, due to any relaxing of the standard. Twenty-four private candidates also went up for this examination, of whom 16, or 66 per cent., passed.

General condition of the Normal Schools.

119. The Delhi, Jullundur, Ráwalpindi, and Mooltan Normal Schools are under the control of the Inspectors of the respective Circles, while the Lahore Normal School is under the Principal of the Central Training College; and the reports of these officers are, without exception, very favourable. The Principal of the Central Training College inspected the outlying Normal Schools in the course of the year, and his reports were, on the whole, also commendatory. The general organization of all the schools is good; the methods followed are up to date; the teachers, being picked men, are generally efficient; and the work done is, as a rule, thoroughly assiduous and successful. The tone and discipline of the schools continue satisfactory; the conduct and diligence of the students are, with few exceptions, highly commended; the Physical training receives due attention; the Boarding Houses are comfortable and carefully supervised; and, altogether, the general condition is hopeful. The Lahore Normal School, as already stated, will be provided with boarding accommodation in the new building sanctioned for the Central Training College and its adjuncts; and Government sanction has recently been accorded to the erection of a School Building and Boarding House for the new Normal School at Mooltan.

Practical training.

120. The Model Schools for actual practice in teaching are an indispensable factor in the Normal Training system; and the fact that only one student failed last year in the Practice of Teaching from all the Normal Schools is proof of the success with which these schools are made use of. Besides teaching in the Model School, the students have, in turn, to give *criticism lessons* before their class-fellows, the effect of which is to emphasize all the elements of correct method, and to call out the teaching skill, and the best manner, of each. The Head Masters also give *model lessons* before the students, as examples of how lessons, in the various subjects, ought to be taught; and both the Inspectors and the Principal of the Central Training College report increased efficiency in these respects.

III.—TRAINING OF FEMALE TEACHERS.

Provision of Female Teachers

121. The provision of Female Teachers is one of the most difficult problems the Department has at present to deal with. Many of the girls who pass the Upper Primary and Middle Standard Examinations are willing enough, under the offer of stipends, to prepare for the Certificate Examinations; but they will not leave their homes to join a special Training School. Hence, the present arrangement of having only *Normal Classes* connected with the ordinary schools for the supply of trained Female Teachers. The plan is imperfect; yet it cannot be said that it has hitherto been altogether without success. But, when the girls have earned their Certificates, and are willing to become teachers, they are still disinclined to leave their homes; and the great want remains of no Female Teachers beyond the main centres, and everywhere a demand for them. The Victoria

School at Lahore, it was hoped, would help to bridge over this difficulty; but the gap is about as great as ever. The disinclination to leave their homes does not apply to the pupils of the Native Christian Schools; and it appears to me that we shall have to look to those Schools for the supply of teachers for, at least, one Central School in each District. If there were such a School, with a qualified Female Teacher, each District would soon be able to provide its own School Mistresses practically at their homes.

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122. During the past year, Normal Classes were maintained in the Victoria School, Lahore, in the Municipal Board Central School, the Christian Girls' School, and the Church of England Zanána Mission School, Amritsar, and in the American Mission School at Gujránwála. Altogether, eleven stipends were current; and all the above Schools, with the exception of that at Lahore, sent up their stipendiaries to the examination for Senior Vernacular Certificates. In this examination, 9 candidates appeared, and 5 passed, which is the best result hitherto attained. The successful candidates were contributed by the following institutions :—2 from the Christian Girls' School; 2 from the Municipal Board School; and 1 from the Church of England Zanána Mission School,—all situated in Amritsar. To the successful candidates, Senior *First Grade* Certificates were awarded under the Code; and to 3 others who failed, but who had previously passed the Middle Standard Examination, Senior *Second Grade* Certificates were given also according to the regulations. All the candidates passed in School Management; and there was but one failure in the Practice of Teaching. There were no candidates for the Junior Vernacular Certificate last year.

Normal Classes and Certificate Examinations.

SECTION B.—INSTITUTIONS FOR TECHNICAL INSTRUCTION.

I.—THE MEDICAL SCHOOL.

123. The Medical School, Lahore, forms a department of the Medical College; and the report of the Principal, and the remarks of the Inspector-General of Civil Hospitals given in Chapter III, para 74, regarding the Medical College, apply also to the School Department.

Medical School.

II.—THE VETERINARY SCHOOL.

124. The report of the Principal of the Veterinary School, Lahore, is given as Appendix I. The number of students is returned as 89, against 97 in the previous year, of whom 33 belong to the First Class, and 56 to the Second. The number of Scholarships current at the end of the year was 35, leaving 54 non-stipendiary students; and it is notable that for 19 non-stipendiary vacancies at the beginning of last session, there were as many as 217 candidates. For the Final Examination, 56 candidates appeared, and 49 passed, or 87 per cent., against 31 out of 43 last year. The total expenditure for the year amounted to Rs. 36,379, of which Rs. 32,971 was due to Establishment and Contingencies, and Rs. 3,408 to Scholarships and Stipends. This gives an average annual cost of about Rs. 400 per student; but the expense of an institution like this cannot be properly estimated at the bare cost, per head, of the students.

Veterinary School.

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Institutions for Technical Instruction. Law School.

III.—THE LAW SCHOOL.

125. The following table gives the statistics of the Law School, maintained by the Punjab University, for the last two years :—

	1892-93.	1891-92.
Number of students	84	85
Expenditure.	Rs.	Rs.
Provincial Revenues	3,126	2,829
Fees	3,669	3,116
Other sources	919	564
Total	7,714	6,509
Results of Examinations.		
Preliminary Examination ... Candidates	35	25
Preliminary Examination ... Passes	23	19
First Certificate " ... ... Candidates	8	12
First Certificate " ... ... Passes	5	4
Licentiate-in-Law " ... .. Candidates	7	7
Licentiate-in-Law " ... .. Passes	4	3
Intermediate Examination in Law Candidates	14	...
Intermediate Examination in Law Passes	3	...

The number of students is 84, or one less than last year. The expenditure shows a considerable rise, which is the result of measures to improve the efficiency of the lecturing staff. The examination results by the old standards, that is, by the first three given in the table, with an average of 64 per cent. of passes, are satisfactory, considering the high percentages required; but the return of 3 passes out of 14 candidates, or only 21 per cent., in the new Intermediate Examination, is, as already stated, not understood. The rise in the number appearing for examination from 44 to 64 is evidence of distinct progress in the School.

IV.—THE MAYO SCHOOL OF ART.

School of Art.

126. The Principal's report, on the working of the Mayo School of Industrial Art at Lahore, will be found as Appendix J.

The Principal.

127. Mr. Kipling was obliged to take sick leave during the year; and in his absence of four months, Mr. Andrews, the Vice-Principal, officiated for him. Since the end of the official year, Mr. Kipling, on account of impaired health, and to the great regret of the Province as well as of the Department, has retired from the service; and Mr. Andrews has again been appointed to officiate, pending the arrival of a permanent Principal from England.

Number of students and subjects taught.

128. The number of students at the close of the year was 119, against 134 last year, the fall being mainly due to the specially large number who left for employment during the year. The following is the present distribution over the classes :—

First Class	54
Second Class	23
Third Class	24
Fourth Class	0
Engineering Class	18
	119

The students of the First Class learn Free-hand Drawing, Modelling in Clay, and 18 of them Wood-working. An elementary general education is also given to some of them; but, with the Railway Technical School at hand from which to draw recruits, this

should no longer be necessary. The Second Class students learn Geometrical, Perspective, Architectural, Decorative, and Model Drawing, Modelling, and 13 of them Wood-working. The Third Class students continue Drawing to more advanced stages, and learn also Drawing from Nature, Light and Shade, and Modelling, 16 doing also Wood-working, and 10 others Surveying. The subjects of instruction of the Fourth Class are applied Designs, Decoration, Modelling, Surveying; but all the students of this class had left for employment during the year. The Engineering Class prepares students for the First Examination in Engineering of the Punjab University, and continues to be popular.

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Institutions for Technical Instruction.

129. The total expenditure for the year amounted to Rs. 23,060, or Rs. 3,901 more than in the previous year, owing to the presence of the full staff for the greater part of the year. Of the total expenditure, Rs. 3,722 was due to stipends, or a little less than last year. There were 47 stipends current at the end of the year, leaving 72 non-stipendiary students. The stipends are contributed partly from Provincial and Local Funds, and partly from the Lord Lawrence Endowment and the Punjab University; and, at present, 6 of the stipends current are provided by the Gwalior State.

Expenditure and Stipends.

130. The work of the year was, as usual, satisfactory. There is not the same way of testing the classes as in the ordinary educational institutions; and, probably, some scheme in this direction is desirable; but the amount of ground covered by each class, and the progress made, are every year more and more substantial. Besides the ordinary class-work, an important piece of wall decoration was successfully executed at the end of the Central Hall of the new Museum; modelled and moulded enrichments were also prepared for the same building, with designs for the mosaic flooring, and ornamental details for the doors, railings, &c. No. 4 of the Series of Punjab Drawing Books was also prepared, though not yet printed; and four examples of wood-carving were executed and sent to the Imperial Institute, London. The Railway Technical School at Lahore, and the Industrial Schools at Amritsar and Delhi, were also inspected during the year by the Principal or Vice-Principal, to whom I am indebted for their reports and suggestions. During the year, the Director of Public Instruction, North-Western Provinces and Oudh, paid a visit to the School, with a view to the introduction of a system of Drawing in the schools under his jurisdiction; and he was supplied with a complete scheme of studies, with standards of examination, and with five young Drawing Masters to begin the experiment. Mr. Nesfield very warmly expressed to me his obligations to the Principal and Vice-Principal for the help so fully and readily accorded.

Work of the year.

131. During the year as many as 25 students are said to have left the School. Of these, 5 were appointed as Drawing Masters in the North-Western Provinces on Rs. 40 per mensem; 3 others were appointed as Overseers and Surveyors in the Public Works Department on the same pay; 4 were appointed Draftsmen on salaries from Rs. 30 to Rs. 35; 3 returned to their hereditary trade of Mistrí, and get Rs. 20 per mensem; 2 others assist their fathers as Draftsmen and Estimators; one died, one was expelled, and one transferred to another school; and the present occupation of the remaining 5 is not known. The students do not all belong to the artisan classes; for some are the sons of shopkeepers, gardeners, teachers, singers, priests; but it may still be that, in this respect also, the School of Art is performing a useful function.

Employment of students.

Chapter V, B, 133.

Institutions for Technical Instruction.

The Staff.

132. Mr. G. F. Pinto, after sixteen years' good work in the School as Instructor in Modelling and Moulding, died in the autumn, and his place has been temporarily filled by Mr. J. David, a former pupil of the School. Bhái Rám Singh, after successfully carrying out certain works for Her Majesty the Queen-Empress at Osborne, has rejoined his appointment. Mr. Kipling expresses, for the last time, his thanks to the staff for their cordial co-operation in the work of the year.

V.—INDUSTRIAL SCHOOLS.

Industrial Schools. Statistics.

133. There were four Industrial Schools recognised by the Department at the close of the year, with 519 scholars, against three schools and 433 scholars in the previous year. The following is a detail of the present schools and scholars:—

Railway Technical School, Lahore	285
Municipal Board Industrial School, Amritsar	100
Municipal Board Industrial School, Delhi	68
Church Mission Industrial School, Clarkabad	66
Total ...	519

The new school is the one last named. It was started in April, 1892, for the benefit of the Native Christian colony residing at Clarkabad in the Lahore District, and has, the Inspector of Schools reports, made a good beginning; but it is still in the initial stage. There are, as stated last year, other instances of educational enterprise in this direction in the Province; but these are slow in developing, notwithstanding the want for them that is said to exist, and the provision made in the Code to encourage them.

Railway Technical School.

134. The Railway Technical School, Lahore, has now the full complement of Middle School Classes, with 285 scholars, against 270 last year. Under the regulation of levying no fees, the numbers would have risen to a much greater extent; but I have restricted the sub-division of the lower classes within the capacity of the existing staff. All but 15 of the scholars are the sons or near relatives of artisans. The expenditure for the year amounted to Rs. 8,300, or an increase of Rs. 1,991, the rise being due to a large indent of necessary appliances from England. Thirty-four John Lawrence Scholarships were current at the end of the year, or an average of 1 in about every 8 on the rolls. These scholarships are awarded strictly on the results of the Lower and Upper Primary Examinations, passing in the Technical subjects being essential.

Examination results.

135. In the subjects of General Knowledge, the results in the examination of the Inspector of Schools were as follows:—Infant Standard, 50 out of 54 passed; Lower Primary Standard, 22 out of 24 passed; Upper Primary Standard, 5 candidates, all of whom passed. These results are good; and the Inspector describes the general condition of the School as very satisfactory on the whole. In the Technical subjects, as tested by the Vice-Principal of the School of Art, 51 out of 64 passed in Wood-working by the Infant Standard; 27 out of 34 passed in both Drawing and Wood-working by the Lower Primary Standard; and 8 out of 10 passed in the same subject by the Upper Primary Standard. Mr. Andrews was well pleased with the classes, and remarks: "In Carpentry and Joinery there is an immense improvement; and, in the majority of cases, there is very little room for further advancement, so far as fulfilling the requirements of the Code goes. 'Naming woods at sight and acquaintance with their uses' was very good. Drawing to scale was clearly and accurately

done. Great improvement was made in Geometry; but this subject might still be worked up a little more thoroughly. I consider the results this year reflect great credit on the Head Master and his Assistants."

Chapter V, B, 136.

Institutions for Technical Instruction.

136. During the year, and owing to the increased number of classes, the Head Master applied for a considerable addition to the staff, as to the necessity for which inquiries are still being made. And, in a similar connection, the Inspector of Schools says: "Measures now appear necessary for the immediate development of the school as a technical institution, into such a school as was originally proposed, but towards which the present school was regarded as merely a first step." It is the case that the Committee on Technical Education, which suggested the school, recommended the appointment of a Head Master from England, skilled in the teaching of Science as applied to Mechanics; but financial consideration did not admit of the adoption by Government of this recommendation. Otherwise, the school has already gone somewhat beyond the proposals of the Committee; and it is hoped that, in time, its usefulness will be made to extend, beyond the unemployed sons of the workmen, to those already apprenticed in the Railway Workshops.

Further development of the institution.

137. The number of scholars in the Municipal Board Industrial School at Amritsar fell from 109 to 100. At the time of the inspection, 9 others attended for instruction in technical subjects only. In the subjects of General Knowledge, 16 passed by the Infant Standard, 12 by the Lower Primary, and 3 by the Upper Primary. The Inspector reports the instructional condition as, on the whole, satisfactory; but the organization and discipline are said to be still defective for want of a responsible head. In Technical Subjects, 13 passed by the Lower Primary Standard, and 3 by the Upper Primary. The Vice-Principal of the School of Art considers that the Drawing, in all its branches, is decidedly better than last year, with a slight improvement, too, in the Wood-working. The Copper-work attempted is said to be rather simple and mechanical; and Modelling is somewhat in abeyance at present, because of the absence of the Teacher; but Pottery has been added to the subjects taught under a Teacher from Mooltan. On the results of the Lower Primary Examination, 5 scholarships of R. 1 per mensem each were awarded during the year.

Amritsar Industrial School.

138. In the Municipal Board Industrial School at Delhi, which is still a small off-shoot from the ordinary Primary School, the numbers are now 68 against 64 last year, the most of whom belong to the artisan classes, two-thirds being Muhammadans. The results in General Knowledge were satisfactory, 20 having passed the Infant Standard, 7 the Lower Primary, and 1 the Upper Primary. On the Technical side, 3 passed the Lower Primary Examination, and some general progress had been made; but both the Drawing and Wood-working want method, and boldness, and finish, before they can be of much practical use. The School is not conveniently accommodated, and wants better appliances. In a town like Delhi, with crowds of artisan youths employed during the day, the experiment of a Night School for a little General Knowledge and Drawing will, I hope, soon be tried.

Delhi Industrial School.

Chapter VI, 139.

Female Education (Natives)

CHAPTER VI.

FEMALE EDUCATION (NATIVES).

	Paras.		Paras.
Number of schools and scholars ...	139	Scholarships ...	145
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Primary Schools ...	141	Needle-work ...	148
Distribution of the schools ..	142	Domestic Economy ...	149
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Number of schools and scholars.

139. The table on the opposite page compares the number of Public Schools for Native Girls, and the number of scholars attending them, for the past two years. The number of schools of all kinds rose during the year from 320 to 331, and the number of scholars from 10,807 to 11,123. Besides these, 392 girls are returned as attending Zanána Classes, giving a total of only 11,515 girls in the Province in receipt of anything like a useful and regular education. If the number in attendance on Private Schools be added, excluding the number in Zanána Classes, or 12,115, we get 23,630 girls under school instruction of any kind, or not more than 1·6 in a hundred of the girls of a school-going age.

Secondary Schools

140. The number of Secondary Schools is returned as 9 instead of 10 last year, the Aided School under the management of Native gentlemen in Lahore being now reckoned as a Primary School, which is what it has always been in reality. The number of High Schools remains two—the Alexandra School at Amritsar, and the Lady Dufferin School at Lahore. Of the remaining 7 Middle Schools, 3 are Anglo-Vernacular—the S. P. G. and Baptist Mission Schools at Delhi, and the Christian Boarding School at Amritsar, and 4 Vernacular—the Victoria School at Lahore, the Municipal Board School at Amritsar, the American Mission School at Gujránwála, and the District Board School at Gujarwál in the Ludhiána District. The number in attendance on the High School classes is 16, against 13 last year, the movement upwards being certain if slow, but yet only amongst Native Christian children. In the Middle School classes, there is a slight decline from 123 to 121, a rise in the Anglo-Vernacular Schools being more than counterbalanced by a fall in the Vernacular Schools. On the whole, however, these schools show signs of prosperity; and there is a growing desire in many places to open new Middle Schools.

Primary Schools.

141. The number of Primary Schools is 12 more than last year, or 322; and the number of scholars in attendance on these, as well as on the Primary Classes of the Secondary Schools, has risen from 10,027 to 10,336. Four of the new Primary Schools are Board Schools, 9 are Aided Schools, and the return of Unaided Schools is one less than last year; but the actual numbers now recorded are the result of various changes as to the kinds of schools in the different Circles of inspection. The present 322 schools are thus classified: Board Schools 194, Aided Schools 123, and Unaided Schools 5. There is again a considerable rise in the number reading in the Upper Primary classes, namely, from 777 to 857, which is hopeful.

STATEMENT SHOWING NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		High Schools.			Middle Schools.			Total of Secondary Schools.			Primary Schools.	Grand Total Secondary and Primary Schools.	Number of	
		Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.			Girls learning English.	Scholarships.
Number of														
Board Schools	1892-93	...	...	...	...	2	2	...	2	2	194	196	...	...
	1891-92	...	...	...	...	2	2	...	2	2	190	192	...	...
	Increase	...	...	...	..	...	...	...	...	...	4	4	..	...
	Decrease	...	...	...	...	...	...	...	..	..	...	...	...	...
Aided Schools	1892-93	2	...	2	3	2	5	5	2	7	123	130	...	...
	1891-92	2	...	2	3	3	6	5	3	8	114	122	...	...
	Increase	...	...	...	...	...	...	...	...	...	9	8	...	..
	Decrease	...	..	..	...	1	1	...	1	1	...	...	...	...
Unaided Schools	1892-93	...	...	..	...	...	...	...	...	...	5	5	...	...
	1891-92	...	...	...	...	...	...	...	...	...	6	6	...	...
	Increase	...	...	...	...	...	...	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	...	...	...	...	1	1	...	...
Number of Scholars in														
High Stage	1892-93	16	...	16	...	...	...	16	...	16	...	16	16	..
	1891-92	13	...	13	...	...	...	13	...	13	...	13	13	...
	Increase	3	...	3	...	...	...	3	...	3	...	3	3	...
	Decrease	...	...	..	...	...	...	...	...	...	...	...	...	...
Middle Stage	1892-93	40	..	40	26	55	81	66	55	121	...	121	65	56
	1891-92	30	...	30	32	61	93	62	61	123	...	123	62	46
	Increase	10	..	10	...	..	...	4	...	...	..	..	3	10
	Decrease	...	...	..	6	6	12	...	6	2	...	2	...	...
Total Secondary Stage	1892-93	56	...	56	26	55	81	82	55	137	...	137	81	56
	1891-92	43	...	43	32	61	93	75	61	136	..	136	75	46
	Increase	13	...	13	...	...	...	7	...	1	...	1	6	10
	Decrease	...	...	...	6	6	12	...	6	...	...	...	...	..
Upper Primary Stage	1892-93	30		30	35	134	169	65	134	199	658	857	59	622
	1891-92	45	...	45	31	131	162	76	131	207	570	777	73	589
	Increase	...	...	..	4	3	7	..	3	..	88	80	...	33
	Decrease	15	...	15	..	...	..	11	...	8	...	..	14	...
Lower Primary Stage	1892-93	53	..	53	110	288	398	163	288	451	9,678	10,129	71	...
	1891-92	61	...	61	103	278	376	164	273	437	9,457	9,894	71	...
	Increase	...	...	...	7	15	22		15	14	221	235	..	..
	Decrease	8	...	8	...	..	..	•1	..	...	...	...	...	...
Total Primary Stage	1892-93	83	...	83	145	422	567	228	422	650	10,336	10,986	130	622
	1891-92	106	...	106	134	404	538	240	404	644	10,027	10,671	144	589
	Increase	..	...	...	11	18	29	..	18	6	309	315	.	33
	Decrease	23	..	23	...	...	..	12	...	...	...	...	14	...
Grand Total	1892-93	139	..	139	171	477	648	310	477	787	10,336	11,123	211	678
	1891-92	149	..	149	166	465	631	315	465	780	10,027	10,807	219	635
	Increase	..	...	...	5	12	17	...	12	7	309	316	...	43
	Decrease	10	...	10	...	..	...	5	...	..	...	...	8	...

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Female Education (Natives).

Distribution of the schools.

142. The distribution of the schools over the Inspectional Circles, as well as by Districts, deserves notice, as showing the varying degrees in which Female Education is taking root in different parts of the Province. Beginning with the Circles, that of Lahore takes the lead, with 122 schools and 4652 scholars; the Ráwalpindi Circle follows, at some distance, with 85 schools and 2563 scholars; then comes the Jullundur Circle, with 66 schools and 1974 scholars; the Delhi Circle follows, with 48 schools and 1265 scholars; and the Deraját Circle comes naturally last, with 10 schools and 369 scholars. The distribution by Districts is given in the following table:—

No.	Districts.	Number of Girls in				Total
		High Schools.	Middle Schools.	Primary Schools.	Zanána Classes.	
1	Hissár	...	...	46	...	46
2	Rohtak	...	...	154	...	154
3	Gurgáon	...	...	212	32	244
4	Delhi	...	111	360	264	735
5	Karnál	...	...	71	96	167
6	Umballa	...	...	244	...	244
7	Simla	...	...	67	...	67
8	Kángra	...	...	227	...	227
9	Hoshiárpur	...	...	174	...	174
10	Jullundur	...	...	863	...	863
11	Ludhiána	...	45	483	...	528
12	Ferozepore	...	...	182	...	182
13	Gujránwála	...	118	761	...	879
14	Jhang	...	...	277	...	277
15	Montgomery	...	...	35	...	35
16	Lahore	81	224	1,076	...	1,381
17	Amritsar	58	150	1,632	...	1,840
18	Gurdáspur	...	...	240	...	240
19	Siálkot	..	...	1,129	...	1,129
20	Gujrát	...	...	142	...	142
21	Kohát	...	...	...	...	...
22	Sháhpur	...	...	340	...	340
23	Jhelum	...	...	499	...	499
24	Ráwalpindi	...	...	693	...	693
25	Hazára	...	...	...	...	...
26	Peshávar...	...	...	60	...	60
27	Mooltan	...	...	43	...	43
28	Bannú	...	...	...	...	...
29	Dera Isma'íl Khán	...	...	276	...	276
30	Dera Ghází Khán	...	...	...	...	...
31	Muzaffargarh	...	...	50	...	50
	Total ...	139	618	10,336	392	11,515

Four Districts are blank against five last year, the Muzaffargarh District having, during the year, begun the experiment, with two Board Schools and 50 scholars. The four Districts still without Girls' Schools are all on the frontier; but the example set by Dera Isma'íl Khán, with 276 scholars, will probably soon be followed. The Hissár, Karnál, Simla, Montgomery, Peshávar, and Mooltan Districts are still at the beginning stage in this respect; but the growth, to be strong, must be slow. The most forward Districts are Amritsar, Lahore, and Siálkot, with Gujránwála at no great distance behind.

Expenditure.

143. The statement on the opposite page gives the expenditure, from different sources, on the various kinds of schools for Native Girls, and on the Scholarships current in those schools, for the past year. There is a total increase of expenditure on the schools from Rs. 1,06,765 to Rs. 1,14,395, or about 7 per cent., against only 3 per cent. of increased attendance The rise is chiefly on the Primary Schools, owing to the increased number of these, to improved salaries and equipment, and to enhanced grant earnings. Of the total expenditure, about three-fifths are paid

FEMALE SCHOOLS—STATEMENT OF EXPENDITURE.

		Board.				Aided.				Unaided				Total.			
		1892-93	1891-92.	Increase.	Decrease	1892 93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93	1891-92.	Increase.	Decrease.
In Secondary Schools. Anglo-Vernacular.	Provincial Revenues ...	...	...	...	...	4 576	4,851	...	275	...	...	...	...	4,576	4,851	..	275
	District Funds ...	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...
	Municipal Funds	...	...	...	...	...	...	...	...	...	...	...	..	...	...	..	...
	Fees ...	...	...	...	...	1,480	2,072	...	592	...	...	...	.	1,480	2,072	...	592
	Other Sources ...	...	...	...	...	14,927	14,583	344	...	...	...	...	...	14,927	14,583	344	...
	Total ...	...	...	...	...	20,983	21,506	...	523	...	..	...	..	20,983	21,506	...	523
In Secondary Schools. Vernacular.	Provincial Revenues ...	150	171	...	21	9,248	8,572	676	...	...	...	...	...	9,398	8,743	655	...
	District Funds ...	367	369	...	2	...	...	...	...	...	..	...	..	367	369	...	2
	Municipal Funds	6,563	6,407	156	...	702	627	75	...	...	...	...	..	7,265	7,034	231	...
	Fees	...	...	...	...	62	81	...	19	...	...	...	..	62	81	...	19
	Other Sources ...	...	...	...	...	1,175	1,589	...	414	...	..	...	...	1,175	1,589	...	414
	Total ...	7,080	6,947	133	...	11,187	10,869	318	...	...	...	...	...	18,267	17,816	451	...
In Primary Schools.	Provincial Revenues ...	3 244	2,501	743	...	7,508	7,909	...	401	...	...	...		10,752	10,410	342	...
	District Funds ...	15,591	13,990	1,601	...	1,036	998	38	...	...	...	..	.	16,627	14,988	1 639	..
	Municipal Funds	19,906	18,963	943	..	1,972	1,890	82	...	...	..	...	...	21,878	20,853	1,025	...
	Fees	...	...	...	...	106	..	106	...	200	...	200	.	306	...	306	...
	Other Sources ...	15	7	8	...	22,624	19,850	2,774	...	2,943	1,335	1,608	...	25,582	21,192	4,390	...
	Total ...	38,756	35,461	3,295	...	33,246	30,647	2 599	...	3 143	1,335	1,808		75,145	67,443	7,702	...
Total Secondary and Primary Schools.	Provincial Revenues .	3,394	2,672	722	...	21,332	21,332	...	...	..	...	...	..	24,726	24,004	722	...
	District Funds ...	15,958	14,359	1,599	...	1,036	998	38	...	..	...	...	.	16,994	15,357	1 637	...
	Municipal Funds	26,469	25,370	1,099	...	2,674	2,517	157	...	...	...	...		29,143	27,887	1,256	...
	Fees	...	...	...	...	1,648	2,153	...	505	200	...	200		1,848	2,153	..	305
	Other Sources ...	15	7	8	...	38,726	36,022	2 704	...	2,943	1,335	1,608		41,684	37,364	4,320	...
	Total ..	45 836	42,408	3,428	..	65,416	63,022	2,394	...	3,143	1,335	1,808		1,14,395	1,06,765	7,630	...
		In Secondary Schools.				In Primary Schools.											
Scholarships.	Provincial Revenues ..	5,337	6,467	..	1,130	10,839	12,728	...	1,889	...	...	...	..	16,176	19,195	...	3,019
	District Funds ...	...	...	...	...	...	6	...	6	...	...	...	...	...	6	...	6
	Municipal Funds	48	48	...	...	3	12	...	9	...	...	...	..	51	60	...	9
	Other Sources ...	50	...	50	.	24	24	...	...	...	...	...	...	74	24	50	.
	Total ...	5,435	6,515	...	1,080	10,866	12,770	...	1,904	...	...	...	..	16,301	19,285	...	2,984

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from Public Funds, and the remainder from Private Sources. The amount paid from Provincial Revenues is due to grants, mostly to the Aided Schools; and that paid from Local Funds is chiefly on account of the maintenance of the Board Schools, of which there are 196. The average cost per scholar, in these schools, is about Rs. 10-4 per annum.

Fees.

144. The income from Fees during the year was only Rs. 1,848, or Rs. 305 less than last year. As explained in previous reports, fees are levied almost exclusively in the schools for Native Christians. In the Vernacular Schools, the attendance of the girls is still considered as rather a favour conferred on those interested; and the desire for female education is everywhere yet so slight, that the bare mention of fees would be certain to empty the schools. In this connection, the Inspectress of Schools observes that it is yet seldom found practicable to exact even payment for the books and small articles of stationery supplied to the scholars.

Scholarships.

145. At the end of the year, 678 scholarships were current, against 635 in the previous return. These scholarships are awarded on the results of the Lower and Upper Primary Examinations; and the increased number is, in a degree, a measure of the instructional progress made. As there are 978 scholars in the departments in which these scholarships are tenable, the proportion of scholarships to pupils is about 2 to 3. Whilst the number of scholarships increased, the expenditure on these fell from Rs. 19,285 to Rs. 16,301, owing to the reduced rates sanctioned last year. This was what was intended as the previous rates had swelled the expenditure on this account beyond expectation. Miss Francis, however, doubts whether the change has been altogether beneficial.

Examination results for Secondary Departments.

146. The following table compares the results of the examinations of the Secondary Departments for the last two years:—

		Entrance Examination.			Middle School Examination.			Middle Standard Examination for Girls.		
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Anglo-Vernacular Examination.										
Aided Schools	1892-93	4	2	50·0	4	3	75·0	9	8	88·9
	1891-92	4	1	25·0	9	3	33·3	11	11	100·0
	Increase	...	1	25·0	..	...	41·7	..	...	...
	Decrease	...	...	...	5	...	...	2	3	11·1
Total Anglo-Vernacular Examination.	1892-93	4	2	50·0	4	3	75·0	9	8	88·9
	1891-92	4	1	25·0	9	3	33·3	11	11	100·0
	Increase	...	1	25·0	..	...	41·7	...	...	...
	Decrease	...	...	...	5	...	...	2	3	11·1
Vernacular Examination.										
Board Schools	1892-93	...	...	...	...	...	...	5	3	60·0
	1891-92	..	...	...	...	...	...	9	5	55·5
	Increase	..	...	...	...	...	...	...	...	4·5
	Decrease	...	...	...	...	..	...	4	2	...
Aided Schools	1892-93	...	...	...	...	...	...	13	11	84·6
	1891-92	..	...	...	...	...	...	19	17	89·4
	Increase	...	..	...	...	..	...	...	...	...
	Decrease	...	...	...	...	...	..	6	6	4·8
Total Vernacular Examination.	1892-93	...	..	...	...	...	...	18	14	77·8
	1891-92	...	...	...	...	...	...	28	22	78·5
	Increase	...	...	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	...	10	8	7
Grand Total Anglo-Vernacular and Vernacular Examinations.	1892-93	4	2	50·0	4	3	75·0	27	22	81·5
	1891-92	4	1	25·0	9	3	33·3	39	33	84·6
	Increase	...	1	25·0	...	..	41·7	...	...	..
	Decrease	...	...	...	5	...	...	12	11	3·1

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In the Entrance Examination of the Calcutta University, 4 candidates appeared, and 2 passed, compared with only 1 out of 4 last year. The successful candidates belonged to the Lady Dufferin School, Lahore. For the Middle School Examination, 4 candidates went up, and 3 passed, also from the Lady Dufferin School, against 3 out of 9 in the previous examination. For the Middle Standard Examination, 27 candidates appeared, and 22 passed, or 81 per cent., against 33 out of 39 last year, the schools that did best being the Alexandra School, Amritsar, and the American Mission School, Gujránwála. The numbers in the Middle School Examinations were fewer than last year; but the successes throughout were satisfactory.

147. The statement below gives the results, for the last two years, of the Upper and Lower Primary Examinations :—

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Upper Primary Examination.				
Board Schools	1892-93	222	144	64·9
	1891-92	203	137	67·5
	Increase	19	7	...
	Decrease	...	...	2·6
Aided Schools	1892-93	123	74	60·2
	1891-92	85	67	78·8
	Increase	38	7	...
	Decrease	...	...	18·6
Total	1892-93	345	218	63·2
	1891-92	288	204	70·8
	Increase	57	14	..
	Decrease	...	...	7·6
Lower Primary Examination.				
Board Schools	1892-93	597	289	48·4
	1891-92	545	335	61·5
	Increase	52	...	...
	Decrease	...	46	13·1
Aided Schools	1892-93	353	194	55·0
	1891-92	366	226	61·7
	Increase	...	...	...
	Decrease	13	32	6·7
Total	1892-93	950	483	50·8
	1891-92	911	561	61·6
	Increase	39	...	..
	Decrease	...	78	10·8

In the Upper Primary Examination, out of 345 candidates, 218 passed, against 204 out of 288 in the previous year. About two-thirds of the passes were from the Board Schools. In the Lower Primary Examination, 950 candidates appeared, and 483 passed, or nearly 51 per cent., compared with 561 out of 911, or 61 per cent. at the last inspection. The larger share of the passes belonged again to the Board Schools; but the Aided Schools had the higher proportion of successes. It cannot be said that the very considerable decline in the number of passes by the Lower Primary Standard is not disappointing; but the very severe sickness of the year, more especially during the months of October, November, and December, is held to sufficiently account for this. The effect on the Boys' Schools has already been noticed; and, regarding the Girls' Schools, Miss Francis observes: "Boys work under the most favourable conditions, in healthy buildings, and with every opportunity of getting fresh air and exercise. The Girls' Schools, on the contrary, are generally in small rooms in narrow streets, and both teachers and scholars spend their lives in the

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cities, with no opportunity of breathing wholesome air, or of getting any exercise." The result was that the Inspectress found the schools during the greater part of the inspecting season either much depleted, or with both teachers and scholars worn with illness, and unfit for work.

Needle-work.

148. The important subject of Needle-work is receiving more and more attention in some Districts; but, chiefly for want of efficient teachers, it has not yet the place it ought to have in every Girls' School. An advance, however, has just been made in this respect. On the recommendation of the last Educational Conference, Needle-work has been made compulsory in all the departments of Secondary Schools; and detailed courses of instruction, drawn up by the Inspectress, have been adopted for all the classes up to the Third Middle. Regarding these courses, Miss Francis says: "A new scheme has this year been framed, or rather two alternative schemes, one for plain work only, the other, beginning with *Kashída* work, and taking plain work in the second place. It is very desirable that the beautiful *Kashída* work, which is peculiarly characteristic of the Punjab and more especially of the Játs, should be preserved; and it is also popular with both parents and scholars. The net-work popular among Musalmáns, and the various kinds of embroidery practised in schools under European management, will continue to be practised where they are found useful and profitable. Knitting is included in both schemes: it is always appreciated, and it is easily learned." What is looked for from the schemes, as making the problem simpler, is that they will hasten the introduction into the schools, wherever possible, of this most useful subject of instruction.

Domestic Economy.

149. The Sughar Bíví, or Good House Mother, is taught in the Middle Schools, and seems to be a subject in which the girls take much interest. A simple text-book in Domestic Economy for the Primary Schools is also in course of preparation. But, except in the schools for Native Christian girls, practical house-keeping is not taught; and it is probably the case that the mothers sufficiently look after this at home.

Discipline.

150. The tone and discipline of the Secondary Schools, mostly under the supervision of Christian ladies, are highly satisfactory. But in Primary Schools, where the teachers have at present little idea of organization or order, these qualities are hardly to be looked for. Yet, as remarked by Lála Ságar Chand, "the character of the girls is, no doubt, being moulded by the new influences under which they are brought;" and "they are certainly learning habits of obedience and punctuality." We have, however, to wait for better instruments before we can expect to be satisfied in this regard.

Progress during the year.

151. Although there is a slight advance in the number of schools and scholars, it cannot be said that, with reduced fees and fewer passes by two of the Standard Examinations, the progress of the year has been all that was to be expected. But the cause of this, namely, the exceptional sickness during the autumn months, gives reason to believe that the check given is merely temporary. Most of the Inspectors express satisfaction, on the whole, with the progress made; and it is certainly a hopeful sign, that schools were opened during the year in places where the education of girls has hitherto been regarded with great indifference. More Middle School classes are being opened; more girls are setting themselves to prepare for Teachers' Certificates; improved arrangements have been made for the supervision of the schools in a few of the

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Female Education (Natives)

larger centres; and, in some of the Village Schools, attempts are being made to combine amusement with instruction. The Inspector of the Ráwalpindi Circle speaks of a swing in the court-yard of one school, and of the girls "repeating their Mahární as they go whirling round." He also refers to a case of 8 or 9 girls of well-to-do families reading in a Boys' School, as a sign of the growing desire for female education.

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Europeans and Eurasians.

NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		Boys.				Girls.				Total.			
		1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.
Number of Schools.	Sanáwar Asylum...	1	1	..	...	1	1	...	...	2	2	...	...
	Murree Asylum	1	1	...	...	1	1	...	...	2	2	..	...
	Aided ... High	2	2	...	...	2	2	...	...	4	4	...	...
	Aided ... Middle	6	6	...	...	14	13	1	...	20	19	1	...
	Aided ... Primary...	3	2	1	...	3	2	1	...	6	4	2	...
	Aided ... Total	11	10	1	...	19	17	2	...	30	27	3	..
	Unaided ... Middle	...	...	...	...	...	1	...	1	...	1	...	1
	Unaided ... Primary	...	...	...	...	...	1	...	1	...	1	...	1
	Unaided ... Total	...	...	...	...	...	2	...	2	...	2	...	2
	Total Public Schools ...	13	12	1	...	21	21	...	...	34	33	1	.
	Private Schools	1	2	...	1	1	3	...	2	2	5	...	3
	Total Public and Private Schools ...	14	14	...	...	22	24	...	2	36	38	...	2
Number of Scholars in	Sanáwar Asylum...	279	279	...	...	226	228	...	2	505	507	...	2
	Murree Asylum	99	91	8	...	77	80	...	3	176	171	5	...
	Aided Schools. High	199	179	20	...	110	102	8	...	309	281	28	...
	Aided Schools. Middle	210	270	...	60	698	664	34	...	908	934	...	26
	Aided Schools. Primary	93	72	21	...	78	57	21	...	171	129	42	..
	Aided Schools. Total	502	521	...	19	886	823	63	...	1,388	1,344	44	...
	Unaided Schools. Middle	...	...	...	...	...	24	...	24	...	24	...	24
	Unaided Schools. Primary...	...	...	...	...	...	22	...	22	...	22	...	22
	Unaided Schools. Total	...	...	...	...	...	46	...	46	...	46	...	46
	Total Public Schools ...	880	891	...	11	1,189	1,177	12	...	2,069	2,068	1	...
	Private Schools	21	29	..	8	10	26	...	16	31	55	...	24
	Total Public and Private Schools ...	901	920	...	19	1,199	1,203	...	4	2,100	2,123	...	23
Scholars in Public Schools in	High Stage	85	69	16	...	34	23	11	...	119	92	27	...
	Middle Stage	222	241	...	19	260	270	...	10	482	511	...	29
	Total Secondary Stage ...	307	310	...	3	294	293	1	..	601	603	...	2
	Upper Primary Stage	242	234	8	...	311	313	...	2	553	547	6	...
	Lower Primary Stage	331	347	...	16	584	571	13	...	915	918	...	3
	Total Primary Stage ...	573	581	...	8	895	884	11	...	1,468	1,465	3	...
	Total Secondary and Primary Stages	880	891	...	11	1,189	1,177	12	...	2,069	2,068	1	...

CHAPTER VII.

THE EDUCATION OF SPECIAL CLASSES.

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SECTION A.—EDUCATION OF EUROPEANS.

General statistics.

152. The table on the opposite page gives the number of European Schools in the Punjab at the close of the year, and the number and distribution of the scholars attending these, together with the figures of the previous year.

Number of schools and scholars.

153. The number of Public Schools is now 34, or one more than last year, 13 being for boys and 21 for girls. The return of the Private Schools is again, I regret, imperfect. Comparing the Public Schools as to their management, 4—namely, the Lawrence Asylums at Sanáwar and Murree—remain under Government, and 30 are Aided Schools under Public Bodies. The number of scholars in Public Schools is 2069, or practically the same as last year. In both Public and Private Schools as returned, the total is 2100, compared with 2123 last year, of whom 901 are boys and 1199 girls. The large difference between the number of boys and girls is probably due to the fact that more girls than boys are drawn from beyond the Province to the Punjab Hill Schools. But statistics are now being collected which will show exactly, in this and other respects, how the case stands.

Grades of schools and stages of instruction.

154. According to the grade of instruction of the Public Schools, there are now 8 High Schools in the Province, 20 Middle Schools, and 6 Primary Schools. The number of scholars in the Secondary classes is 601, of whom 119 are at the high stage of instruction, against 603 and 92, respectively, last year. As was to be expected, there are more boys than girls in the Secondary classes; and, in the High School classes, the proportion is as 85 to 34. The number in the Primary classes is 1468 compared with 1465 last year.

Expenditure.

155. The statement on the next page gives the total direct expenditure on European Schools from different sources for the year, together with the number and cost of scholarships. The total expenditure on all the schools is Rs. 1,68,852, or Rs. 18,970 more than last year, the increase being covered mainly from

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STATEMENT OF EXPENDITURE.

		In Boys' Schools.				In Girls' Schools.				Total.			
		1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.
Establishment and Contingencies.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
Sanáwar Asylum.	Imperial Revenues	14,562	15,323	...	761	7,439	7,359	80	...	22,001	22,682	...	681
	Fees ...	1,426	1,462	...	36	713	731	...	18	2,139	2,193	...	54
	Total ...	15,988	16,785	...	797	8,152	8,090	62	...	24,140	24,875	...	735
Murree Asylum.	Provincial Revenues	6,921	6,252	669	...	4,871	4,784	87	...	11,792	11,036	756	..
	Total ...	6,921	6,252	669	...	4,871	4,784	87	...	11,792	11,036	756	...
Aided High Schools.	Provincial Revenues	8,251	8,500	...	249	3,511	3,933	...	422	11,762	12,433	...	671
	Fees ...	20,109	19,346	763	...	8,944	9,194	..	250	29,053	28,540	513	...
	Other Sources ...	807	4,574	...	3,767	7,940	...	7,940	...	8,747	4,574	4,173	...
	Total ...	29,167	32,420	...	3,253	20,395	13,127	7,268	...	49,562	45,547	4,015	...
Aided Middle Schools.	Provincial Revenues	7,798	7,608	190	...	20,219	17,888	2,331	...	28,017	25,496	2,521	...
	Fees ...	7,066	5,451	1,615	...	22,258	19,065	3,193	...	29,324	24,516	4,808	...
	Other Sources ...	4,923	5,262	...	339	10,195	4,123	6,072	...	15,118	9,385	5,733	...
	Total ...	19,787	18,321	1,466	...	52,672	41,076	11,596	...	72,459	59,397	13,062	..
Aided Primary Schools.	Provincial Revenues	1,514	1,698	..	184	1,747	850	897	...	3,261	2,548	713	..
	Fees ...	1,224	939	285	...	1,998	1,473	525	...	3,222	2,412	810	...
	Other Sources ...	2,728	1,555	1,173	...	1,688	810	878	...	4,416	2,365	2,051	...
	Total ...	5,466	4,192	1,274	...	5,433	3,133	2,300	...	10,899	7,325	3,574	...
Total Aided Schools.	Provincial Revenues	17,563	17,806	...	243	25,477	22,671	2,806	...	43,040	40,477	2,563	...
	Fees ...	28,399	25,736	2,663	...	33,200	29,732	3,468	...	61,599	55,468	6,131	...
	Other Sources ...	8,458	11,391	...	2,933	19,823	4,933	14,890	...	28,281	16,324	11,957	...
	Total ...	54,420	54,933	...	513	78,500	57,336	21,164	...	1,32,920	1,12,269	20,651	...
Unaided Middle Schools.	Fees ...	...	...	...	...	...	431	...	431	...	431	...	431
	Other Sources ...	...	...	...	...	...	786	...	786	...	786	...	786
	Total ...	...	...	...	..	...	1,217	...	1,217	...	1,217	...	1,217
Unaided Primary Schools.	Fees ...	...	...	...	...	...	407	...	407	...	407	...	407
	Other Sources ...	...	...	...		...	78	...	78	...	78	...	78
	Total ...	...	...	...	...	...	485	...	485	...	485	...	485
Total Unaided Schools.	Fees ...	...	...	...	...	...	838	...	838	...	838	...	838
	Other Sources ...	...	...	...	...	...	864	...	864	...	864	...	864
	Total ...	...	...	...	..	...	1,702	...	1,702	...	1,702	...	1,702
Total Public Schools.	Imperial Revenues	14,562	15,323	...	761	7,439	7,359	80	...	22,001	22,682	..	681
	Provincial Revenues	24,484	24,058	426	...	30,348	27,455	2,893	...	54,832	51,513	3,319	...
	Fees ...	29,825	27,198	2,627	...	33,913	31,301	2,612	...	63,738	58,499	5,239	...
	Other Sources ...	8,458	11,391	...	2,933	19,823	5,797	14,026	...	28,281	17,188	11,093	...
	Total ...	77,329	77,970	...	641	91,523	71,912	19,611	...	1,68,852	1,49,882	18,970	...
Scholarships.													
Number of Government Scholarships		20	16	4	...	15	10	5	...	35	26	9	...
Number of other Scholarships ...		6	2	4	...	...	...	...	...	6	2	4	...
Expenditure from	Provincial Revenues	894	921	..	27	994	702	292	...	1,888	1,623	265	...
	Other Sources ...	465	130	335	...	...	...	...	...	465	130	335	...
	Total ...	1,359	1,051	308	...	994	702	292	...	2,353	1,753	600	...

the funds of the schools and from fees. Of the total expenditure, Rs. 76,833 was contributed by Government, Rs. 63,738 from Fees, and Rs. 28,281 from the School Funds. Leaving out the contribution to the Military Asylums, or Rs. 33,793, the cost to Government on the ordinary Aided Schools amounted to Rs 43,040, or Rs. 2,563 more than last year. The total expenditure on these schools was Rs. 1,32,920, or an average of about Rs. 95 per head, per annum, towards which Government contributed about Rs. 30 per head. In some schools, the Government contribution last year was over Rs. 70 per scholar.

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156. The income from fees, except in the Sanáwar Asylum where there was a slight decline, rose in all the grades of schools during the year, and reached the figure already named, or Rs. 5,239 more than last year. The fees in the Aided Schools amounted to Rs. 61,599 for the year, or over 46 per cent. of the total expenditure.

Fees.

157. Thirty-five Government Scholarships were current at the end of the year, compared with 26 in the previous year, 20 being held in the Boys' Schools and 15 in the Girls'. Six other scholarships were also current, making 41 in all, or an average of one in about every 15 of the scholars in the Secondary classes, in which scholarships are tenable. The schools which chiefly distinguished themselves in the last Scholarship Examination were the Lawrence Memorial Asylum, Murree, and the Christ Church Boys' School, Simla. The first place in the High School Scholarship Examination was taken by the Auckland House School, Simla. The total expenditure on scholarships for the year was Rs. 2,353, to which Government contributed Rs. 1,888, or Rs. 265 more than in the previous year.

Scholarships.

158. The table on the next page gives the results of the examinations which mark the completion of the courses of instruction in the several Departments, the Entrance and Final Standard Examinations marking the end of the High School Course, the Seventh Standard that of the Middle, the Fourth Standard of the Upper Primary, and the Second Standard of the Lower Primary Course. Details of the Scholarship Examinations are also given. In the Entrance Examination of the Calcutta University, 13 out of 16 passed, or 81 per cent., against 4 out of 15 last year. All the candidates belonged to the Bishop Cotton School, Simla. In the Final Standard Examination, out of 23 candidates only 7 passed, or 30 per cent., compared with 10 out of 12 in the previous examination. The failures were mostly on the Girls' side. In the Seventh Standard Examination, 102 passes out of 131, or 77 per cent; in the Fourth Standard, 145 out of 236, or 61 per cent.; and in the Second Standard, 163 out of 280, or 58 per cent, are fairly satisfactory results, the girls in each case doing better than the boys. In the Middle Standard Examination also, the girls had more successes than the boys, but fewer in the Primary. The Inspector, judging from his examinations, considers that, on the whole, the schools tend to improve instructionally.

Examination results.

159. The tone and discipline of the schools are, generally, very satisfactory; and the conduct of the scholars continues to be favourably reported on. Instances of copying under examination have occurred; but these are rare, and have been fitly dealt with. The moral training of the children receives careful attention.

Discipline and conduct.

160. As observed last year, most of the schools are Boarding as well as Day Schools; and, as a rule, the accommodation and

Boarding arrangements.

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RESULTS OF EXAMINATIONS.

			Number of Candidates				Number of Passes.				Percentage of Passes on Number of Candidates.			
			1892 93	1891-92.	Increase	Decrease	1892 93	1891 92	Increase	Decrease.	1892 93	1891-92	Increase	Decrease.
Entrance Examination—Boys ..			16	15	1	..	13	4	9	..	81 2	26 6	54 6	..
Final Standard Examination.	Boys		10	9	1	.	6	7	.	1	60 0	77 7	...	17·7
	Girls		13	3	10	.	1	3	.	2	7 6	100 0	...	92 4
Standard VII.	Boys	Sanawar Asylum	7	6	1	..	4	4	...	...	57 1	66 6	..	9 5
		Murree Asylum ...	26	..	26	...	22	...	22	...	84 6	.	84 6	...
		Aided Schools ...	42	38	4	..	31	31	...	...	73 8	81 5	...	7 7
		Total ...	75	44	31	...	57	35	22	..	76 0	79 5	...	3 5
	Girls	Sanáwar Asylum	10	10	..	...	5	6	...	1	50 0	60 0	...	10 0
		Murree Asylum ...	6	6	...	...	5	3	2	..	83 3	50 0	33 3	...
		Aided Schools .	40	36	4	...	35	28	7	.	87 5	77 7	9 8	..
		Total ...	56	52	4	...	45	37	8	..	80 4	71 1	9 3	...
Standard IV.	Boys	Sanáwar Asylum	32	40	...	8	18	34		16	56 2	85 0	..	28 8
		Murree Asylum ...	14	15	...	1	11	10	1	..	78 6	66 6	12 0	...
		Aided Schools ..	66	67	...	1	37	44	...	7	56 0	65 6	...	9 6
		Total ...	112	122	...	10	66	88	..	22	58 9	72 1	.	13 2
	Girls	Sanáwar Asylum	19	22	...	3	13	20	...	7	68 4	90 9	.	22 5
		Murree Asylum ...	11	12	...	1	5	5		..	45 5	41 6	3 9	..
		Aided Schools ...	94	89	5		61	50	11		64 9	56 1	8 8	...
		Total ...	124	123	1	.	79	75	4	.	63 7	60 9	2 8	..
Standard II.	Boys	Sanáwar Asylum	38	34	4	...	30	21	9		78 9	61 7	17·2	..
		Murree Asylum ...	10	10	..	..	6	9		3	60 0	90 0		30 0
		Aided Schools ...	61	69	...	8	25	39	...	14	40 0	56 5	.	16 5
		Total	109	113	...	4	61	69		8	56 0	61 0	...	5 0
	Girls	Sanáwar Asylum	43	27	16	..	33	17	16		76 7	62 9	13 8	...
		Murree Asylum ..	13	17	..	4	7	11	..	4	53 8	64 7	..	10 9
		Aided Schools ...	115	105	10	..	62	58	4		53 9	55 2	...	1 3
		Total ..	171	149	22		102	86	16	..	59 5	51 0	8 5	..
Scholarship Examinations — Middle Standard Examination.	Boys	Sanáwar Asylum	6	..	6	..	4		4		66 7		66 7	..
		Murree Asylum .	6	2	4	...	3	2	1	..	50 0	100 0	...	50 0
		Aided Schools	15	9	6	...	11	7	4		73 3	77 7	...	4 4
		Total ..	27	11	16		18	9	9		66 7	81 8	..	15 1
	Girls	Sanáwar Asylum	6	..	6	...	6		6	..	100 0	..	100 0	...
		Murree Asylum ..	..	4	..	4	.						.	...
		Aided Schools ..	16	12	4	..	14	7	7	.	87 5	58 3	29 2	..
		Total ..	22	16	6	...	20	7	13	.	90 9	43 7	47 2	...
Scholarship Examinations — Primary Standard Examination.	Boys	Murree Asylum .	9	10	.	1	9	10	..	1	100 0	100 0		
		Aided Schools .	32	25	7	...	25	17	8	.	78 1	68 0	10 1	.
		Total ...	41	35	6	..	34	27	7		82 9	77·1	5 8	..
	Girls	Murree Asylum ..	1	6	...	5	1	3	...	2	100 0	50 0	50 0	...
		Aided Schools ...	29	37	..	8	17	28	..	11	58 6	75 6		17 0
		Total ...	30	43	..	13	18	31	...	13	60 0	72 0		12 0

boarding arrangements are suitable to the requirements. During the year, the want of a Boys' School in the hills resembling the Mayo Industrial School for Girls, at Simla, was much felt; and, in the absence of such a school, the special boarding grants under the Code have been admitted, for the present, in favour of the Bishop Cotton School. In several of the schools, Industrial and Domestic training continue to receive marked attention; but more is still desirable in this respect, especially on the domestic side of the Girls' Schools. To do for themselves—to make a dress and be able to cook, are of far more importance to the girls of most of our schools than to do decimals or recite poetry; and this is a matter chiefly for the Managers to consider.

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161. Although numerically, the schools are much as in the previous year; yet, in other respects, there is evidence of fair progress. Mr. Lewis, the Inspector of European Schools, observed an improvement, generally, in the work of the schools, with an honest, and not unsuccessful, effort to remove the defects which had been pointed out at the previous inspection, and with more thoroughness; and he concludes with the following remark:—"Thus it is clear that not only is there an educational advance in the work of these schools, but also that the schools themselves are thriving, and that their Managers are consciously responsive to the encouragement offered by Government." During the year, a charge of illiberality was brought against the Department in respect of these schools, as compared with the working of the Code in England; but the fact that our grants average Rs. 30, and sometimes exceed Rs. 70, per scholar, as against a maximum of 17*s.* 6*d.* in England, is a sufficient answer. The Code for European Schools in India also authorises special grants up to Rs 5 a month towards the boarding charges of poor scholars living where there is no suitable school; and this is an additional great boon to the community.

General progress.

162. The report of the Lawrence Military Asylum, Sanáwar, for the year, is highly satisfactory. The number on the rolls is now 505 (boys 279, girls 226), or 2 less than last year. The Inspector was pleased, in every respect, with the Infant Department, but found several shortcomings in the Boys' and Girls' Schools On the whole, however, good work had been done, to the credit of the staff. The Pupil Teacher system had continued to work well; the conduct of the children is said to have been excellent; and the drill and gymnastics leave little to be desired. Careful attention is paid to the industrial and domestic training of the children. The general health throughout the year was satisfactory; and, although, by the want of a barrack, and the building operations now going on, the accommodation is hardly sufficient, yet the general order and discipline continue excellent. The pupils of this Asylum appeared during the year, for the first time, in the Scholarship Examinations, and took a very respectable place.

Lawrence Asylum Sanáwar.

163. The number on the rolls of the Lawrence Memorial Asylum, Murree, at the end of the year, was 176 (boys 99, girls 77), or 5 more than last year. The Inspector's report is, on the whole, favourable. The higher classes, however, did not show so well as the lower, said to be due, on the Boys' side, to many being pushed on too rapidly, and, on the Girls' side, to the domestic duties, which rightly take up much time. In the Scholarship Examinations, as already observed, this institution took a high place, winning 5 of the 16 scholarships offered for competition. The good hand-writing of the whole school is specially commended. The girls are well trained in needle-work

Lawrence Asylum, Murree.

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and domestic duties; but the boys have not of late received any technical instruction. Drill is taught throughout the school. The health of the children appears to have been particularly good. The organization, management, and discipline continue to be thoroughly satisfactory.

Private Schools.

164. Regarding the incompleteness of the returns of the Private Schools, the Inspector records the remarks given below; and I would merely express the hope that, by means of the new method proposed—that is, a direct appeal from the Inspector to the Managers—there will be nothing wanting, in this respect, next year:—

"Statistics of Private Schools for Europeans cannot be obtained with any certainty; and it is, therefore, useless to discuss the return under this head. These schools are quite independent of the Department, and they are not even required to be registered. Some of them are open for a few months in one station, and then perhaps disappear altogether. If in a station where there is a European population there happens to be any one willing and fairly competent to teach young children, a small school is probably opened temporarily, but it has no permanence; and while its existence is probably known to the Chaplain of the station, this official may decline to trouble himself to obtain the returns asked for by the Department. I propose, in future, to ask Deputy Commissioners and Chaplains only for a list of the Private Schools in their Districts or Stations, of whose existence they may be aware, and then to obtain all further information from the schools themselves. This will probably be an improvement on the present system; it can scarcely be less satisfactory in its results."

SECTION B.—MUHAMMADAN EDUCATION.

General statistics.

165. The table on the opposite page gives the number of Muhammadans attending the various institutions, public and private, in the Province, during the last two years. Similar returns of Hindús and Sikhs are included for the sake of comparison.

Numbers and comparisons.

166. The total number of Muhammadans under instruction fell during the year from 131,493 to 127,352, or by 4141. The fall was solely on the side of the males, and mostly in the Private Schools; whilst, on the side of the females, there was a rise of 4466 scholars. In the Public Schools for males, the fall was all but entirely at the Primary stage, and due, it is believed, mainly to the unhealthiness of the year, which would also account for the reduced numbers in the Private Schools. The rise in the Female Schools is probably nominal, and owing to the great incompleteness of the returns last year from the Ráwalpindi Circle. The percentage of attendance of Muhammadan boys of a school-going age on schools of all kinds is 11·99, compared with 14·51 for Hindús, and 16·87 for Sikhs. In Public Schools, the contrast is greater, being only 5·61 for Muhammadans, against 10·53 for Hindús, and 11·96 for Sikhs. Owing to the number of Qurán Schools, the general percentage for Muhammadan girls, or 1·92, is slightly higher than for either Hindús or Sikhs; but in Public Schools the proportion is much the same as for boys. On the whole, the Muhammadan community has yet a good deal of ground to make up.

Progress.

167. But the progress of Muhammadan education in the Province, surely if slowly, is most clearly seen in the increased numbers attending the higher institutions. In schools for Secondary Education, there is an advance of nearly 5 per cent., chiefly on the more profitable Anglo-Vernacular side. In the Arts Colleges, there is an increase of 25 per cent.; in the Medical College, of 30 per cent.; and there can be little doubt that the community has begun in earnest to appreciate the advantages of a

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Muhammadan Education

TABLE SHOWING THE NUMBER OF MUHAMMADANS, HINDUS, AND SIKHS IN ATTENDANCE AT THE VARIOUS EDUCATIONAL INSTITUTIONS.

	Muhammadans.				Hindus.				Sikhs.			
	1892-93	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease.	1892-93.	1891-92.	Increase.	Decrease
SCHOLARS IN INSTITUTIONS FOR MALES.												
Arts Colleges, English ...	105	84	21	...	409	329	80	...	59	35	24	...
Oriental College	40	43	...	3	21	19	2	...	11	10	1	.
Medical College	25	29	...	4	104	93	11	...	14	6	8	..
In Secondary Stage. Anglo-Vernacular	2,783	2,647	136	...	5,800	5,588	212	..	1,013	814	199	...
In Secondary Stage. Vernacular ...	1,364	1,326	38	...	2,163	2,208	...	45	563	601	...	38
In Primary Stage	47,325	49,985	...	2,660	57,335	60,444	...	3,109	12,193	12,356	...	163
In Training Schools	124	125	...	1	178	187	...	9	19	45	...	26
In School of Art	59	65	...	6	21	25	...	4	38	41	...	3
In Law School	15	16	...	1	62	63	...	1	7	5	2	...
In Medical School	68	52	16	...	137	95	42	...	30	25	5	...
In Industrial Schools	277	256	21	...	84	71	13	...	105	114	...	9
In Other Special Schools ...	67	72	...	5	12	11	1	...	10	14	...	4
Total Public Institutions ...	52,252	54,700	...	2,448	66,326	69,133	...	2,807	14,062	14,066	...	4
Scholars at Private Schools ...	59,463	65,622	...	6,159	25,118	27,214	...	2,096	5,770	5,720	50	...
Total Scholars at Institutions of all kinds	111,715	120,322	...	8,607	91,444	96,347	...	4,903	19,832	19,786	46	...
Percentage on boys of school-going age of—												
Scholars in Secondary Stage of Anglo-Vernacular Schools	·30	·28	·02	...	·92	·89	·03	...	·86	·69	·17	...
Scholars attending Public Institutions	5·61	5·87	...	·26	10·53	10·97	...	·44	11·96	11·97	...	·01
Scholars attending Institutions of all kinds	11·99	12·92	...	·93	14·51	15·29	...	·78	16·87	16·83	·04	...
SCHOLARS IN INSTITUTIONS FOR FEMALES.												
In Secondary Stage. Anglo-Vernacular	4	1	3	...	1	...	1	...	...	...	...	...
In Secondary Stage. Vernacular ...	32	23	9	...	25	30	...	5	11	11	...	...
In Primary Stage	4,312	4,264	48	...	4,677	4,336	341	...	1,522	1,605	...	83
Total Public Schools ..	4,348	4,288	60	...	4,703	4,366	337	...	1,533	1,616	...	83
Scholars at Private Schools ...	11,289	6,883	4,406	...	883	826	57	...	150	186	...	36
Total Scholars at Schools of all kinds	15,637	11,171	4,466	...	5,586	5,192	394	...	1,683	1,802	...	119
Percentage on girls of school-going age of—												
Scholars attending Public Schools	·53	·53	...	...	·88	·82	·06	...	1·69	1·78	...	·09
Scholars attending Schools of all kinds	1·92	1·37	·55	...	1·05	·98	·07	...	1·85	1·99	...	·14

Chap. VII, B, 168.

Muhammadan Education.

good education on English lines. In the last M. A. Examination, two of the successful candidates were Muhammadans. In the B.A. Examination, 12 Muhammadans passed, taking the third, sixth, and eighth places. The only successful candidate in the M. O. L. Examination was a Muhammadan; and two others passed the B. O. L., one taking the first place. In the Intermediate Examination, two Muhammadans headed the list, and 22 passed; and in the Vernacular Intermediate Examination the only two successful candidates were Muhammadans. These are facts which speak for themselves.

Special encouragement.

168. In commemoration of the Jubilee of Her Most Gracious Majesty the Queen-Empress, Jubilee Scholarships were founded by the Punjab Government in 1887, for the special encouragement of English education amongst Muhammadans; and, during the past year, 197 of these scholarships were current—8 in Primary Schools, 120 in Middle Schools, 51 in High Schools, and 18 in Colleges. Schools for the special benefit of this community are gradually springing up; and, as already noticed in this report, an Islámiya College was opened in Lahore during the year. In Delhi, the Anglo-Arabic School, on the Itmád-ud-daula foundation, continues to do good work, though sectarian jealousies hamper it somewhat. The Shurfá-i-Hind School, also in Delhi, and intended specially for the descendants of the Timúriya family, is not doing so well. In Ludhiána, two Haqqání Schools continue to exist. At Amritsar, the Muhammadan Anglo-Oriental School, and at Lahore, the Madrasat-ul-Muslamín, are now important and flourishing institutions. In the Ráwalpindi Circle, there are three schools specially intended for Muhammadans in the city of Pesháwar, with 384 scholars; one at Abbottabad, with 52 scholars; and two in the Gujrát District, with about 200 scholars between them. In the Deraját Circle, the Islámiya Schools at Mooltan and Dera Isma'íl Khán are doing better than heretofore.

SECTION C.—EDUCATION OF NATIVE CHIEFS, &c.

Aitchison College.

169. The Aitchison College, for the education of the Native Chiefs and gentry of the Province, sustained a heavy loss during the year, in the lamented death of its first Governor, General S. Black, C.S.I., to whose influence the success of the institution up to the present has been largely due. General Black has been succeeded in the Governorship by Colonel Sir B. Bromhead, C.B.

Number and distribution of scholars.

170. The number in attendance fell during the year from 86 to 78; but it is not anticipated that this decline is other than temporary. Of the total on the rolls, 7 attended for instruction the Lahore Government College; 13 belonged to the High Department, 26 to the Middle, and 32 to the Primary. The falling off, it may be observed, was wholly in the Primary Department; and yet it is in proportion as the boys join early, that the full effects of the training and discipline will be felt.

State of the classes and examination results.

171. The Inspector was, on the whole, pleased with the appearance of the classes. Spelling was poor in the junior classes; the methods in Arithmetic were defective in the Middle Department; and Translation, Grammar, and Geography throughout want improving. Otherwise, the condition of the classes is commended. Five of the College students appeared in the Intermediate Examination, and four, or 80 per cent., passed, which is highly satisfactory. For the Entrance Examination, 5 went up, and 3 passed. In the Middle School Examination, 7 out of 11 passed; in the Upper Primary, 3 out of 3; in the Lower Primary, 6 out of 8; and by the Infant Standard, 6 out of 7.

Chap VII, C, 172.

Education of Native Chiefs, &c.

Sons of gentlemen of rank.

172. With the general advance of education, though not yet taking the lead in this respect, the gentlemen of rank in the Province are becoming more and more alive to the advantage of educating their sons. According to the returns of the Inspector, the Delhi Circle gives 22 boys of family rank, of whom 11 attend the Aitchison College, 7 attend other Public Schools, 2 are being educated privately, and 2 receive no instruction. The Jullundur Circle, gives 117 of family rank, 9 of whom read in the Aitchison College, 78 attend the ordinary schools, 19 are under private tuition, and 11 are not accounted for. The Lahore Circle returns 103, all of whom are being educated,—22 at the Aitchison College, 78 at other institutions, and 3 privately. In the Ráwalpindi Circle 268 boys of family rank are returned, 7 of whom attend the Aitchison College, 214 read in the ordinary schools, 10 receive private instruction, and 37 are not accounted for. From the Deraját Circle, several of the Wards of Court, and the sons of the Nawábs, Kháns, and gentlemen of position attend the Aitchison College; and of some 140 others, the majority attend the ordinary Public Schools, whilst a number are privately educated. It is a sign of progress, that the sons of Kháns on the frontier have begun to send their sons and relatives to the Board Schools at the District head-quarters.

SECTION D.—EDUCATION OF LOW CASTES, &c.

Special schools for low-caste children.

173. As last year, special schools exist for low-caste children in all the inspectional circles except those of Jullundur and Deraját. There are also schools for Mínás in the Gurgáon District and for Sánsís in Siálkot. But no child of any caste is debarred from attending the ordinary Public Schools. On this the Inspector of the Jullundur Circle remarks: "Boys of the Sweeper and Rámdásia castes attend Board Schools, and many of them succeed in passing the Standard Examinations. They are not allowed to sit on the same bench or *tát* with boys of the higher castes; and they themselves never venture to claim the privilege." It is this ostracism which has called forth the benevolent undertakings of Missionary Societies in their behalf.

Baptist and S. P. G. Mission Schools.

174. The number of schools of this class in the Delhi Circle is 17, against 10 last year, attended by 383 scholars. These are all in, or near, the city of Delhi, and are maintained by the Baptist and S. P. G. Missions. The Board Primary School at Sháhjahánpur in the Gurgáon District offers facilities for the education of Míná boys; but the result is not, at present, all that might be desired.

Amritsar, Gurdáspur, and Gujránwála Schools.

175. In the Lahore Circle, there are 32 schools of this class, attended by 365 scholars, compared with 35 schools and 476 scholars last year. The falling off was owing to sickness, as in the case of the other schools. One of the schools (since closed) is in the city of Amritsar; 14 are in the Gurdáspur District, two being Girls' Schools; and 17 are in the Gujránwála District—all maintained by Missionary Societies. All the schools are of an elementary character; and a few of them are examined for grants under the rules for Indigenous Schools.

Siálkot and Ráwalpindi Schools.

176. The schools of this class in the Ráwalpindi Circle are mainly in the Siálkot District; but an interesting school of the same description exists at Sarái Pakkí in the Ráwalpindi District. The number of these schools in the Siálkot District is 22, with 629 scholars. One of them is the Christian Training School at Siálkot. This is a Middle School with 89 pupils. Last year it

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Education of Low Castes, &c.

was returned as an Anglo-Vernacular School; but it is now in reality a Vernacular School. It sent up 5 candidates to the last Middle School Examination, of whom 2 passed. The other schools are all Primary, and include 5 Sánsí Schools formerly under the District Board. They were all examined by the Indigenous Standards, but did not do very well. Twelve are under the management of the American U. P. Mission, one under the Scotch Mission, and 9 under the Nárowál Branch of the Church of England Mission.

CHAPTER VIII.

PRIVATE SCHOOLS.

	Paras.		Paras
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Analysis of the returns	179	Importance and prospects of these schools.	182

Definition and description.

177. Public Schools, as defined by the Government of India for statistical purposes, are those which follow the courses of study prescribed by the Department or the University, and are inspected by the Department or present pupils at the Public Examinations. All schools which do not come within the above definition are classed as *Private Schools*. These are chiefly schools in which religious books are taught by rote; schools which instruct exclusively in the Oriental Classical Languages; Mahájaní Schools, in which the Multiplication Tables and the Native Methods of Accounts are taught; and Vernacular Schools, in which instruction is confined mainly to a Vernacular language. All the above, as native to the country, are *Indigenous* Schools in the proper sense. There are, however, schools of comparatively new growth, which are also Private Schools according to the definition, and are returned in the statistical tables as 'Other Schools.' These are mainly schools for low caste children established by Missionary Societies, and what are called *Venture* Schools started by private individuals as a means of earning a living. The Department offers grants to Private Schools according to special, and very simple, standards of instruction laid down for these; and the increasing number of such schools seeking to be examined by the Department is one of the most hopeful signs for the advance of elementary education in the Province.

Statistics.

178. The following table gives the number of Private Schools of different kinds for Native children, and the number of scholars attending them during the last two years. The return of Private Schools for European children was noticed in the last Chapter.

		Number of Schools.				Number of Scholars.			
		1892-93	1891-92	Increase	Decrease	1892-93	1891-92.	Increase.	Decrease
Arabic and Persian Schools ...		555	566	...	11	6,012	7,413	..	1,401
Sanskrit Schools		105	122	.	17	1,665	1,907		242
Mahájaní Schools		288	349	..	61	8 775	10,763		1,988
Indigenous Vernacular Schools	For Boys .	1 171	1,204	..	33	24,932	24,557	375	..
	For Girls ...	54	55		1	953	1,061	.	108
Schools teaching religious books by rote	For Boys ..	3 341	3,912	..	571	38 374	45,777	.	7,403
	For Girls ...	949	527	422	.	10,727	6 299	4,428	...
Other Schools	For Boys .	350	289	61		12,108	9,986	2 122	.
	For Girls ...	21	25	.	4	827	772	55	...
Total	For Boys	5,810	6,442		632	91,866	100,403	.	8,537
	For Girls ..	1,024	607	417		12,507	8,132	4,375	..
Grand Total for Boys and Girls ...		6,834	7,049	...	215	104,373	108,535	...	4,162

Chapter VIII, 179.

Private Schools
Analysis of the returns.

179. There is a decrease of 215 in the number of schools and of 4162 in the number of scholars. This fall I would still attribute mainly to the incompleteness of the returns; for it is difficult to conceive how—for instance, in the Rote Schools—there should have been a comparatively greater rise in the Girls' Schools than there was a fall in the Boys'. And the unhealthiness of the last autumn, when the statistics were collected, would support this view; for it is quite likely that many of these schools, which are rather casual at the best, were temporarily closed at the time. The decline extended to all the kinds of schools except 'Other Schools,' where there was a rise both in schools and scholars, and also more or less, through all the Circles. It was highest in the Rote Schools, but exclusively on the Boys' side, and considerable in the Mahájaní Schools, which had a rise in the previous year. The Indigenous Vernacular Schools show a fall in the schools, but a rise in the scholars. The decrease in the Classical Schools, especially on the side of the scholars, is rather marked; but the whole spirit of the times is against the exclusive cultivation of Languages, however important in themselves. As observed last year, it is to the Indigenous Vernacular Schools and 'Other Schools' that we have to look for the advance of education of a useful kind in Private Schools; and it is satisfactory to find that these have not declined. The total number of Private Schools now returned is 6834, with 104,373 scholars; or 5810 schools for boys, with 91,866 scholars, and 1024 for girls, with 12,507 scholars. It is worthy of note that, in many Private Schools, both boys and girls read together.

Schools examined for grants.

180. It has been said that the number of Private Schools applying to be examined for grants is a yearly increasing quantity; and the rise, in this respect, during the past year, would have been greater, had it not been that a number of these schools prefer to be examined by the ordinary standards, and have, consequently, to be returned as Public Schools. The following statement shows the number of Private Schools examined for grants during the past year, the number of scholars attending them, the number of passes by the various standards, the amount of grants earned, and the whole contrasted with the returns of the previous year:—

		1892-93.	1891-92.	Increase	Decrease.
Number of Institutions ...	Indigenous Vernacular Schools ..	330	340	...	10
	Other Schools	321	242	76	.
	Total	651	582	69	...
Number of Scholars ...	Indigenous Schools	12,485	13,857	...	1,372
	Other Schools	12 032	9,750	2 282	...
	Total	24,517	23,607	910	...
Number of Passes by ...	First Standard	3,565	4,075	...	510
	Second "	2,558	2,392	166	...
	Third "	1,483	1,270	213	...
	Fourth "	942	768	174	...
	Fifth "	368	354	14	...
	All Standards	8,916	8,859	57	...
Amount of grants earned ...	Attendance Grants	8,204	7,786	418	...
	Instruction Grants	19,183	18,280	903	...
	Staff Grants	12,667	12,156	511	...
	Total Grants	40,054	38,222	1,832	...

Chapter VIII, 181.

Private Schools.
Analysis of the figures.

181. The increase against 'Other Schools' is a good deal counterbalanced by a decrease against Indigenous Vernacular Schools; but there is a rise, on the whole, of 69 schools and 910 scholars, as compared with the returns of the previous year. The fall in the number of Indigenous Vernacular Schools was mostly in the Jullundur and Lahore Circles, and is said to have been due, partly to the unhealthy season which affected all classes of schools, partly to the closure of some schools as not able to carry the scholars to the higher standards, and partly to a change of classification, some of these schools being now returned as Public and some as 'Other Schools.' The increase, on the whole, was highest in the Ráwalpindi Circle, with 54 more schools, and 1617 more scholars. In the Delhi Circle, there were 17 more schools, with 385 more scholars; in the Jullundour Circle, 5 more schools, but with fewer scholars; and in the Lahore and Deraját Circles, there was a decline under both heads. The return of 'Other Schools' for the Deraját Circle is blank; and the same is the case with six Districts in the Delhi Circle. The whole number of Private Schools examined for grants during the past year was 651, with 24,517 scholars. The examination results, except for the lowest standard, were an improvement on those of the previous year; and the grants earned amounted to Rs. 40,054, or an average of about Re. 1-10-0 per scholar.

Importance and prospects of these schools.

182. The effect of the departmental influence on these schools is not merely that close on twenty-five thousand children are in receipt of a useful elementary education who would otherwise have had to go without; but a stimulus has been given to private enterprise in this direction, which will soon have to be looked to as the chief means for the further advance of popular education. The fees charged in Public Schools, though small on the Vernacular side, have checked the spread of education among the poor; and the rise of Private Schools, depending on the grants they may earn and the voluntary gifts of the parents, and in which no fees are charged, has met a distinct want. There is every reason to believe that the number of these schools will go on increasing; and the question of how to meet the enhanced grants will soon have to be considered. Already the District Boards are beginning to find them a heavy burden on their funds. The grants were at first, advisedly, framed on a rather liberal scale, which have recently, on the recommendation of the last Educational Conference, been slightly curtailed; but Local Bodies, with the sanction of the Department, have the power to alter the rates laid down as may seem necessary; and, as the Private Schools become efficient, it may be anticipated that these will, to some extent, take the place of the more expensive Board Schools. Meanwhile, the Inspecting Officers, whilst not failing to suitably encourage these schools, have the right to expect a gradually improved general condition, which they are not likely to overlook.

CHAPTER IX.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

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The Chief Agencies.

183. As explained in previous reports, the chief agencies for the preparation and distribution of books, maps, and other appliances required by the Department, are the Text-Book Committee, the Translating Staff at present attached to the Central Training College, and the Mufid-i-'Am Press, Lahore. The Text-Book Committee decides on the books, &c., required for the schools, and arranges for their preparation; the Translating Staff translates, revises, or corrects the books, &c., as may be required; and the Mufid-i-'Am Press, which has, at present, a contract with the Department for this work, prints the books, &c., when finally approved by the Committee, and distributes them to the schools. In respect of apparatus for the teaching of Physical Science, it is worthy of note that the Punjab Science Institute now undertakes the supply of such to the schools from its own workshop in Lahore, of good workmanship and finish, and at much cheaper rates than that imported from Europe. This removes one of the main obstacles to the teaching of Physical Science in the Province.

Report of the Text-Book Committee

184. The report of the Text-Book Committee for the past year, with appendices showing the books considered and approved during the year, the text-books completed or in course of preparation, the books recommended for School Libraries, and the additions to the Committee's Library of Reference, is printed as Appendix K. to this report.

Work done by the Committee.

185. There were altogether twenty-eight meetings during the year,—twenty of Sub-Committees, four of Special Committees, and four of the General Committee; and a large amount of useful work was done. As many as 11 new text-books were completed and adopted during the year; 8 others were revised; and about 20 more were under consideration. The English Sub-Committee, besides having in hand the Punjab Series of English Readers for Middle Schools, has, in accordance with the proposals of the Educational Conference of 1892 for improving the teaching of English in the Punjab Schools, undertaken the preparation of a *Manual* on the subject, and of English Readers for the Primary Classes, on the most approved method of teaching a foreign tongue. The Technical Sub-Committee, in addition to Vernacular text-books in Mathematics and Agriculture, had in hand the preparation of a Syllabus of Object Lessons for the Primary Classes, and the large subject of adopting some means in the Province of illustrating school books. The History and Geography Sub-Committee passed revised editions of five District Geographies, continued the preparation of the Primary Series of Geographical Readers, and arranged for a Geographical Manual in English for Middle Schools. The various Language Sub-Committees also did a good deal of work. They completed the Series

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Preparation and Distribution of Text-Books.

of Urdú Readers for Primary Schools, and had three of these translated into Panjábí and Hindí; revised the Urdú Courses for Training Institutions and for the First and Second Classes of Middle Schools; adapted an Urdú Grammar and two graduated Persian Grammars; and re-edited the Departmental Hindí Dictionary. The Library Sub-Committee, beside adding largely to the Reference Library, and drawing up a catalogue of the books now available therein, prepared a short list of books suitable for young readers, which has been sent to the Managers of Schools throughout the Province, with a view to the gradual formation of Libraries of healthy and entertaining literature in the schools. This was in accordance with an order of the Government on a proposal of the Educational Conference of 1892 for the encouragement of private reading among the older school boys.

Encouragement of Literature.

186. In addition to the above special work, the Committee considered and disposed of 154 books of various kinds submitted for patronage. More than one-half of these, including about 30 Vernacular books, were approved. Out of the Rs. 3,000 at the disposal of the Committee, for the supply of useful books to schools, more than a thousand volumes were distributed during the year, which cannot fail to have a good effect, especially where the purpose is appreciated.

Changes in the Committee.

187. Certain changes took place in the membership of the Committee during the year. The Secretaryship also fell vacant owing to the resignation of Mr. W. Bell in November last. During December and January, Lála K. B. Thápur acted as Secretary, after which the duties devolved on Mr. J. C. Oman, who had been elected to the office. The members, as a rule, continue to take an active part in the work of the Committee; and I have again to express the obligations of the Department to them for their helpful co-operation. To the Secretaries, past and present, I am especially indebted for the prompt and full attention invariably given to the constant references made to them.

Translating Staff.

188. The Translating Staff still consists of the First and Second Assistant Masters of the Central Training College, who have to give about one-half of their time to teaching. As Translators, they have to do such compilation, revision, and translation work as may be required of them. During the past year, besides translating all the Departmental Circulars, they compiled the District Geographies of Ferozepore, Kohát, and Bannú, revised and corrected several Urdú Courses and Readers, the Geographies of the Panjab and Asia, and of two other Districts, and the *Motí Qawá'd*, an Urdú Grammar, in two Parts, and reviewed as many as seventy-five books for the Text-Book Committee. The greater part of this work was done, as in previous years, by Lála Jíya Rám, M.A., and Lála Súraj Naráyan, the permanent Translators.

Mufid-i-'Am Press.

189. The work of the Mufid-i-'Am Press, in the printing and distribution of text-books, continues satisfactory. The supply of books is well kept up; the prescribed standard both of type and paper is maintained; and the indents of School Managers are, I believe, almost without exception, promptly complied with. During the past year, some sixty different text-books, or editions, were published, with an aggregate of nearly half a million copies. This is a yearly increasing quantity, which cannot fail to tax the capacity of a single contractor, however energetic.

Report of the Registrar, Education Department.

190. The report of the Registrar, Education Department, which deals with the sale of Secretariat books in the hands of Munshí Gulób Singh and Sons, and with the Government share in

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Preparation and Distribution of Text-Books.

Secretariat Book Account.

the Departmental text-books published by the Contractors, is printed as Appendix L

191. The account of the Secretariat books on commission sale shows Rs. 373-11-7 as paid into the Treasury during the year, with books to the value of Rs. 1,445-8-3 in the hands of Munshí Gulâb Singh and Sons on the 31st of March last. This Firm's account included sales after the close of the official year, which will appear in next year's statement; and they have been requested to submit their account hereafter made up to the due date.

Government share in Departmental text-books.

192. At the beginning of the year, there was a balance of Rs. 3,262-6-11 due by the Contractors on account of the Government share in the text-books published in the previous year. For the year under report, the amount due on this account is Rs. 10,163-1-11, making a total of Rs. 13,425-8-10 to be accounted for. Of this sum, payments, aggregating Rs. 8,639-8-0, were made during the year, leaving a present outstanding balance against the Contractors of Rs 4,786-0-10. In last year's report, I remarked that I was in communication with the Text-Book Committee on the advisability of fixing a reasonable maximum sum to be paid to that body from this source of income. But the extraordinary expenditure of the Committee during the past year, especially on account of rewards to authors and photozincographic illustrations, made the laying down of a limit not yet expedient. The matter will, however, continue to receive the attention it deserves.

J. SIME,

Director of Public Instruction, Punjab.

SECRETARIAT LIBRARY

APPENDIX A.

REPORT BY THE PRINCIPAL ON THE GOVERNMENT COLLEGE, LAHORE, FOR THE YEAR 1892-93.

Staff.

The staff of the College on 31st March, 1893, was as follows:—

1. W. Bell, Esquire, M. A., Principal and Professor of English;
2. P. G. Dallinger, Esquire, B. A., Professor of History;
3. B. G. Ussher, Esquire, M.A., Professor of Philosophy;
4. J. C. Oman, Esquire, Professor of Science;
5. Bábá Sashí Bhushan Mukarjí, M. A., B. L., Professor of Mathematics;
6. Lála Umráo Singh, M.A., Assistant Professor of History, &c.;
7. Golak Náth Chattarjí, Esquire, B. A., Assistant Professor of Mathematics;
8. Lála Rúchí Rám, M. A., Assistant Professor of Science.

Changes in the Staff.

2. As noted in last year's report, Dr. C. R. Stulpnagel, Principal of the College, died on the 7th April, 1892, and I assumed charge on the 8th April, 1892. Lála Ságar Chand, B.A., was appointed Officiating Professor of Philosophy, and joined the College on the forenoon of the 22nd April, 1892. Mr. J. C. Godley resigned his appointment as Professor of History, and did not return to the College after the long vacation. Mr. F. H. Cope took charge of the duties of the Professor of History on the forenoon of the 18th October, 1892, and was relieved by Mr. P. G. Dallinger, who joined the College on the forenoon of the 27th October, 1892. Lála Ságar Chand was relieved of his duties on the afternoon of the 22nd December, 1892, and Mr. B. G. Ussher, the new Professor of Philosophy, arrived in Lahore on the afternoon of the 26th December, 1892. It is evident from the above that the year under report, like the preceding one, was marked by numerous changes in the teaching arrangements of the College. I regret the loss of Professors Godley and Ságar Chand, who had won the confidence of the students; but Professors Dallinger and Ussher, their able substitutes, will, no doubt, succeed in doing the same. I hope that the College has now settled down to a comparatively uninterrupted spell of work.

Number and distribution of students on 31st March, 1893.

3. The following statement gives the number and distribution of students in the College on the 31st March, 1893, and compares the figures with those of the previous year:—

		1892-93.	1891-92.	Increase.	Decrease.
Intermediate Class ...	First year ...	34	34	...	...
	Second year ...	34	23	11	...
B. A. Class ...	Third year ...	46	21	25	...
	Fourth year ...	43	50	...	7
M. A. Class		14	11	3	...
	Total ...	171	139	32	...

The above statement shows an increase of 32 students over last year. The increase in the Third Year Class is noteworthy, as is also the fact that, while the Third Year Class of last year contained 21 students only, it rose to 43 as a Fourth Year Class. This was due to an influx of failed candidates at the beginning of the year under report, and should be borne in mind in connection with the results of the recent B. A. Examination, as these new-comers supplied the majority of the failures.

It is satisfactory that, in spite of our high fees, our numbers should have increased by 50 per cent. within the last two years; and I may be permitted to mention here that since the close of the year under report, we have admitted a larger number of students than on any previous year since the phenomenal year 1886, our numbers being nearly the same as in 1885. Seeing that our fees are now at their maximum, and that two other large Colleges in Lahore now teach up to the B. A. standard at lower rates, there is evidently no falling-off in the confidence placed in the Government College.

Appendix A.

Report on the Government College, Lahore.

The average number on the Rolls during the year was 165, and the average daily attendance 148, the corresponding returns for 1891-92 being 130 and 120, respectively.

At the present moment I am inundated, as at the beginning of the year, with applications for half fees. These have mostly to be rejected; but they are significant as showing that many students would gladly come to us if they could afford to do so.

Direct expenditure and fees.

4. The following statement gives information as to direct expenditure and fees for 1892-93, and compares these items with those for 1891-92:—

From	1892-93.	1891-92.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	35,908	38,349	...	2,441
Fees...	13,507	10,522	2,985	...
Total ...	49,415	48,871	544	...

From this it appears that, while the institution has cost nearly Rs. 2,500 less, the fees have realised nearly Rs. 3,000 more than in the preceding year.

Expenditure on scholarships.

5. The following is the statement of expenditure on scholarships for 1892-93 and for 1891-92:—

		1892-93.	1891-92.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues	3,316	3,227	89	...
	University Funds	2,864	2,306	558	...
	Other sources	287	57	230	...
	Total ...	6,467	5,590	877	...
NUMBER OF HOLDERS OF	Government and University Open Scholarships	27	28	...	1
	Jubilee Scholarships	1	4	...	3
	Zamíndárí Scholarships	2	2	...	...
	Other Scholarships	2	1	1	...
	Total ...	32	35		3

The amount contributed from all sources exceeds that for the previous year, although the number of scholarship-holders was less, having fallen in two years from 52 to 32. In the previous year various students had to leave the College before they had drawn the full amount of their scholarships; this accounts for the larger amount drawn in the year under report.

During the year the following additional sums were contributed as scholarships:—

	Rs.
By Amritsar Municipality	308
By Anjuman-i-Islámiya, Amritsar	330
By District Board, Montgomery	18

Results of Examinations.

6. The following statement gives the results of the various Arts Examinations held in 1892-93 as compared with 1891-92:—

		1892-93.	1891-92.	Increase.	Decrease.
F. A., Calcutta	Candidates ..	...	2	..	2
	Passes ...	...	2	...	2
Intermediate, Punjab ...	Candidates ...	35	23	12	...
	Passes ...	25	20	5	..
B. A., Punjab	Candidates ...	42	49	...	7
	Passes ...	16	22	...	6
M. A., Punjab	Candidates ...	8	5	3	...
	Passes ...	5	2	3	...

From the above statement it would appear that the number of candidates sent up for examination has risen from 79 to 85, while the number of passes remains the same. For each separate Examination of the Punjab

University, the number of candidates and passes has risen except in the B. A. Examination.

The M. A. Examination.

For the M. A. Examination 8 candidates were sent up, 4 in English, 3 in History, and 1 in Philosophy. One candidate, who at the last moment, and after one year's tuition, made up his mind to appear in English, failed in one paper; the other 3 passed. Of the 3 candidates in History, the 2 who had gone through the full course of tuition passed. The candidate in Philosophy suffered from the fact that no provision could be made for an M. A. Class in Philosophy until Professor Ussher's arrival. He was allowed to appear, because he was an old student, and had failed in the previous M. A. Examination. Owing to the anomaly whereby M. A. candidates in Sanskrit and Arabic are sent up by the Oriental College I have nothing to say regarding them.

The discouraging feature in connection with our M. A. Classes is, that the majority of the students, though scholarship-holders, do not appear in the Examination. Even the Fuller Exhibitioner, who had a scholarship as well, left as soon as his tenure of the exhibition expired. This is an abuse of a valuable privilege, and leads not only to a waste of public money, but also to a profitless demand on the energies of the staff.

B. A. Examination.

For the B. A. Examination 42 candidates were sent up, half of them being failed candidates of the previous year. I made a special effort on their behalf and devoted extra time to them, but only 16 passed. This, as was the case last year, is an unsatisfactory result, for which I cannot reproach myself. I believed that, in spite of the material I had, I might reasonably expect better results, and I can only hope that for the future failed students will not flock so readily to my class. It must be remembered, however, that the 2nd, 3rd, and 4th places on the Pass List were taken by our students, and that they stand first in English, Science, Sanskrit, and Philosophy, thus gaining the Patiála-Sime and Alwar Gold Medals, the Punjab Science Institute and Philosophy Prizes, and the Aitchison-Rám Rattan Scholarship.

Intermediate Examination.

In the Intermediate Examination 35 candidates were sent up, of whom 25 passed. Of these 4 (out of 7) were placed in the First Division, 15 in the Second Division, and 6 in the Third. The majority of our passes are among the first 50 on the list, an order of merit which, like last year's, is very satisfactory. The first places in English, Persian, History, and Science are taken by students of this College. In fact in all the examinations of the year under report, we head the list in English. The success of the Aitchison College students, who read with us, deserves a passing notice, 4 passing out of 5.

Results in separate subjects.

7. The following statement compares the results in each subject with the results in 1891-92 :—

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A. Course.	Mathematics, B. Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates	1892-93	35	3	6	26	35	...	14	4	...	17
		1891-92	23	5	5	16	23	...	11	...	...	9
		Increase	12	...	1	10	12	...	3	4	...	8
		Decrease	...	2	...	...	...	...	...	...	...	...
	Passes	1892-93	32	3	3	24	28	...	12	4	...	17
		1891-92	23	5	4	14	21	..	9	...	...	9
		Increase	9	...	...	10	7	...	3	4	...	8
		Decrease	...	3	1	...	...	...	...	...	...	...
B. A. Examination.	Candidates	1892-93	42	...	2	18	20	8	26	4	...	6
		1891-92	49	3	3	24	19	3	30	7	...	9
		Increase	...	...	..	...	1	5	...	...	...	...
		Decrease	7	3	1	6	...	...	4	3	..	3
	Passes	1892-93	18	...	2	17	11	7	17	4	...	6
		1891-92	33	2	3	17	7	2	21	6	...	8
		Increase	...	...	...	...	4	5	...	...	...	...
		Decrease	15	2	1	...	...	...	4	2	...	2
M. A. Examination.	Candidates	1892-93	4	...	...	...	..	...	1	3	...	...
		1891-92	...	...	...	...	...	...	4	...	...	1
		Increase	4	...	...	...	...	...	...	3	...	...
		Decrease	...	...	...	...	...	...	3	..	...	1
	Passes	1892-93	3	...	..	...	...	...	...	2	...	...
		1891-92	...	...	..	...	...	...	1	...	...	1
		Increase	3	..	...	...	...	...	...	2	...	...
		Decrease	...	...	...	...	...	...	1	...	...	1

Appendix A.

Report on the Government College, Lahore.

In the Intermediate Examination the number of candidates has risen more than 50 per cent., and there are only 3 failures in English. The 3 students who failed received extra tuition from Professor Dallinger in order to give them every chance of passing; but their case was evidently hopeless. The results in all the other subjects are satisfactory. There is no failure in Physical Science; but I regret that somewhat easy papers deprived our students of full opportunity to show the special advantages they enjoy in the study of this subject under Professor Oman and Lála Ruchí Rám. Lála Umráo Singh has to be credited exclusively with the good results in History and Political Economy, and partially with those in Philosophy; the latter subject was taught in the second year by Professors Ságar Chand and Ussher. Mr. Chattarjí worked devotedly at his special subject, while both he and Lála Umráo Singh materially assisted me with English Composition and Translation.

In the B. A. Examination the results in the second languages, in Mathematics (B Course) taught by Professor Mukarjí, in History taught by Professor Dallinger, and in Science taught by Professor Oman, are all very good. In Mathematics (A Course), in Philosophy, and in English, they are not satisfactory. The fact that 13 students failed in more than one subject, and of these 5 in no less than three subjects, proves that the B. A. Classes contained a very weak element.

College Club, Physical training and games.

8. The amount realised during the year on account of subscriptions to the College Union Club amounted to Rs. 397-12-0, against Rs. 324-8-0 in the previous year. This amount, supplemented by contributions from some of the staff, was spent on the purchase of a large number of newspapers and periodicals, as well as materials for cricket, football, tennis and other games. The increasing interest in football is very marked.

One feature of the year under report is the opening of a Debating Club for the junior students which, like the ordinary Union Club, met weekly with the best results. Both Clubs varied the programme with *extempore* speeches, recitations, and dramatic representations. I have to thank those members of the staff who have interested themselves in these Clubs, more especially Lála Ráchí Rám, who awarded two prizes in connection with them.

The Gymnasium attached to the College has now been fitted up, and will soon be in full swing.

The Boarding House and surroundings.

9. The new Boarding House in the College grounds has been very popular, and the number of boarders rose to its highest limit, *viz.*, 108. At the close of the year 101 students were in residence. The fees from College boarders amounted to Rs. 782. The conduct of the boarders throughout the year was good. The commodious baths attached to the Boarding House have been in daily use, and the health of the boarders has been remarkably good. Lála Sardárí Lál has proved a painstaking and efficient Superintendent.

The surroundings of the College and Boarding House have been greatly improved during the year, and the trees, shrubs, flowers, and grass form a welcome change from the former state of things.

In October, 1892, I took up my abode in the house provided in the College grounds, and have daily visited and inspected the Boarding House premises. The result has been to bring me into much closer personal acquaintance with my students, while enabling me at the same time to supervise them more thoroughly. I can now speak with confidence of the individual character of most of them.

Conduct of the students. Evening lectures.

10. The conduct of the students throughout the year has been good. Evening lectures were given at intervals during the year, though fewer than last year owing to the arrangement made with Mr. Tupper that our students should attend the Punjab Lantern Readings. Professors Dallinger and Ussher gave opening addresses, Professor Ságar Chand gave a farewell address, Mr. Madan Gopál lectured on Tennyson, and I gave three lectures on Shakespeare.

Library and Reading Room.

11. During the year the College Library has been overhauled and re-arranged, and most of the books labelled. More useful periodicals

have been obtained for the use of the staff. It was found inconvenient to place the Library in the room now occupied by the Principal, and it has now been divided into sections under the care of the various members of the staff. The new Reading Room adjoining the Gymnasium is now ready for occupation.

Additional provision has been made during the year for the efficient teaching of Science through extended accommodation for laboratory work and for apparatus and chemicals; and it is satisfactory to find that of the students joining this College an increasing proportion take up Physics and Chemistry.

12. I have, in conclusion, great pleasure in recording my gratitude to the staff for their unfailing help and co-operation, and for their hard work throughout the year.

Appendix B.

Report on the St. Stephen's Mission College, Delhi

APPENDIX B.

REPORT BY THE PRINCIPAL ON THE ST. STEPHEN'S MISSION COLLEGE, DELHI, FOR THE YEAR 1892-93.

Staff.

Mr. Wright returned to Delhi from furlough in October, and resumed his work as Professor of History on the re-opening of the College in that month. In the following month the Mission sustained a severe loss in the sudden and unexpected death of Rev. F. Sandford, who died of typhoid fever on 22nd November. He had been only a year in India, but had given proof of possessing, in an eminent degree, qualifications which would have made him a most valuable colleague, and which had already endeared him to all who knew him. After an interval of about three months during which we had great difficulty in carrying on the work, his place was taken by B. K. Cunningham, Esq., B.A., of St. John's College, Cambridge, who has joined our brotherhood as a layman, and specially for College work.

Number and distribution of students.

2. The following table gives the number and distribution of students at the close of the year as compared with those for 1891-92 :—

		1892-93.	1891-92.	Increase.
Intermediate Class	First year ..	28	20	8
	Second year ...	25	20	5
B. A. Class	Third year ...	8	6	2
	Fourth year ...	7	6	1
M. A. Class		1	...	1
	Total ...	69	52	17

The average number of students on the Rolls was 68, and the average daily attendance was 62, as compared with 53 and 49, respectively, for the previous year.

The distribution of students as regards race and religion was as follows :—

Christians	2
Hindús	57
Pársís	1
Muhammadans	9
Total ...	69

Expenditure.

3. The following table gives a comparative statement of the expenditure during the years 1892-93 and 1891-92 :—

From	1892 93.	1891-92.	Increase.	Decrease.
	Rs	Rs.	Rs.	Rs.
Provincial Revenues	5,400	5,400	...	...
Municipal Funds	1,200	1,200	...	...
Fees	4,428	3,143	1,285	...
Subscriptions	277	...	277	...
Endowments and other sources ...	6,400	7,682	...	1,282
Total ...	17,705	17,425	280	...

The amount spent on the College Library was Rs. 383.

The number of students on half fees was 7. I am sorry that I forgot to bring forward at the recent Educational Conference the proposal made in my last report that the number of students admitted at half rates should be raised to 10 *per cent.* As there is another rise in the fees this year (though it only affects the B.A. students), it is, I think, desirable that some further alleviation should be made. It is, I also think, a great pity that when so much money is now contributed for prizes by private donors, often in the form of medals and other merely ornamental gifts, the attention of the public should not be drawn to the great opening for really useful charity which the need of more scholarships presents. Of course, if it is necessary that a scholarship should be endowed before it can be sanctioned, it is useless to make such a suggestion. But, if it is sufficient that a sum large enough to cover the amount of a scholarship for two years be made over to the University or Government, there might be a reasonable prospect of donors coming forward to encourage education in this way.

Appendix B

Report on the St. Stephen's Mission College. Delhi.

Scholarships.

4. The following table furnishes the information required respecting the number of scholarship-holders, and the amount disbursed to them :—

		1892-93	1891-92.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues... ...	1.152	874	278	...
	Municipal Funds	...	8	...	8
	University Funds	276	156	120	...
	Other sources	172	115	57	...
	Total ...	1,600	1,153	447	...
Number of holders of	Government and University Open Scholarships ...	8	5	3	...
	Jubilee Scholarships	1	1	...	...
	Zamíndárí Scholarships ...	2	2	...	...
	Other Scholarships	1	3	...	2
	Total ...	12	11	1	...

The number of Mission stipendiaries was 7, and the amount expended on their stipends was Rs. 189.

The award of the Albert-Victor Patiála Scholarship was made very late, some *nine months* after the date of the issue of the Intermediate Pass List. Such delay goes far to frustrate the purpose of the endowment of scholarships. In the present case the winner of the scholarship had, as it happened, been enabled by the kindness of a friend to read on for the B. A. But for this he would have left College, and the scholarship would have lapsed. This surely is a very anomalous state of things.

Results of Examinations.

5. The following table shows the results of the Examinations held during 1893 :—

NUMBER OF CANDIDATES SENT UP.

		1892-93	1891-92.	Increase.
Intermediate, Punjab	Candidates	25	20	5
	Passes	14	10	4
B. A., Punjab ...	Candidates	7	6	1
	Passes	5	3	2
M. A., Punjab ...	Candidates	1	...	1
	Passes	1	...	1

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A. Course.	Mathematics, B. Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
Intermediate Examination.	Candidates ...	1892-93 ...	25	3	6	16	25	...	12	...	...	13
		1891-92 ...	20	2	8	10	20	...	12	...	...	8
		Increase ...	5	1	...	6	5	...	...	...	...	5
		Decrease ...	...	...	2	...	...	...	...	...	...	...
	Passes ...	1892-93 ...	17	3	2	14	18	...	12	...	...	11
		1891-92 ...	19	1	...	8	20	...	9	...	...	7
		Increase ...	...	2	2	6	...	...	3	...	...	4
		Decrease ...	2	...	...	...	2	...	...	...	...	...
B. A. Examination.	Candidates ...	1892-93 ...	7	1	1	3	2	...	...	6	...	1
		1891-92 ...	6	...	2	3	3	...	...	3	..	1
		Increase ...	1	1	...	...	..	...	...	3	...	...
		Decrease ..	...	...	1	...	1	...	...	...	...	...
	Passes ...	1892-93 ...	5	1	1	3	2	...	...	6	...	1
		1891-92 ...	5	...	1	2	2	...	...	3	...	1
		Increase ..	...	1	...	1	...	...	...	3	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...
M. A. Examination.	Candidates ...	1892-93 ...	1	..	...	...	...	...	...	...	...	...
		1891-92 ..	...	...	...	...	...	...	...	...	...	...
		Increase ...	1	...	...	...	...	...	...	...	..	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...
	Passes ...	1892 93 ...	1	...	...	...	...	...	...	...	...	...
		1891-92 ...	..	...	...	...	...	...	...	...	...	...
		Increase ...	1	...	...	...	...	...	...	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...

Appendix B.

Report on the St. Stephen's Mission College, Delhi.

This year we sent up our first M. A. candidate. He came out second in the Examination in English.

The B. A. results were satisfactory. There were only two failures, and in both cases the number of marks by which they failed was extremely small. I cannot understand the aversion to the system of grace marks which characterizes our University. In all the other Indian Universities it is held to be absurd and unreasonable to allow a candidate to fail because he comes short by a single mark or so in one paper. If grace marks are objected to because the granting them seems to open the door to partiality (though I cannot see how it should do so, nor is it, as a matter of fact, found to do so in other Universities), what at least ought, I think, to be insisted on is, that the papers of those candidates who have failed by one mark in any one subject should be sent back to the examiner with the request that he should re-examine the papers and ascertain whether, with due regard to other candidates, he could give the candidate the extra mark required to enable him to pass. In such a subject as English it is almost impossible that the marks can be awarded with such absolute accuracy as to preclude the possibility of the addition of a single mark. I have often heard examiners of great ability and experience state that they never think of 'ploughing' a man for failure by one mark, but add the extra mark without further ado. This may be going too far, but it is far more reasonable, in my opinion, than the practice that we have adopted, which often deprives a really brilliant student of a degree or sends him back to read for another year for an almost inappreciable defect.

Owing to the practice of the University only to publish Pass Lists in the Gazette, where they appear six weeks or more after they have been made known, we who live away from Lahore have no means of comparing our results with those of other Colleges. The lists ought, I think, to be printed and sent to all Colleges which have sent up students for examinations. I have no means at present of judging whether the number of passes in the Intermediate compares well or badly with those of other Colleges.

Physical training.

6. I found the dislike of the students to practise gymnastics in the Queen's Garden to be invincible, and have yielded to their wish to have a Gymnasium in the College grounds. The number of those who avail themselves of it is, I am sorry to say, very small. Mr. Wright's return has given a fresh impulse to cricket, and there has been marked improvement in the play, especially among the students who belong to the general rank and file of cricketers. Professor Mukarji has been very active and zealous in promoting the game.

Boarding House.

7. The number of boarders in residence has been very small—only seven. Rewári, our chief source of supply, sends nearly all its boys to the N.-W. P. Colleges, where the fees are much more moderate, and there is in most the additional attraction of Law Classes, which seem in those parts to be open for all and everybody. The conduct of the few inmates of the hostel was uniformly good.

Conduct of students.

8. I have nothing to report on this head, as there have been no cases of discipline of any serious character, and the behaviour of students has been excellent.

Moral instruction.

9. We had visits from Bishops Bickersteth and Barry, both of whom gave able and effective lectures to the students. A few other passing tourists have been waylaid and indented on for lectures, sometimes with excellent results. The ordinary lectures and discussions have been continued as heretofore.

Library and Club.

10. The number of books taken out during the year was 520. The Star of Delhi Club has been very largely used, and a considerable number of students meet there every evening, more now than for some time past. If the Professors could find time to frequent it more, the benefit which such a Club affords would be still further enhanced.

General Remarks.

11. Owing to the dilatoriness of the contractor the final settlement of the Building Account has not yet been made. I believe, however, that, leaving out of account the amount of the debt which Cambridge has undertaken to pay off, there will not remain more than Rs. 1,000, or at most Rs. 1,500, to be met when all due to the contractor has been paid up. The uncertainty prevents me from appealing for more help, which I have little doubt will be forthcoming when asked for.

The donors of prizes and medals mentioned in my last report have continued their gifts, but no others have been so far stimulated by their example to come forward for a like purpose. The general apathy which I have so often referred to remains just as it was.

The Prize Day took place on January the 28th, when Bishop Bickersteth (of Japan, once head of the Cambridge Mission) presided. The European residents contributed most generously to the Prize Fund.

Appendix C

Report on the Mission College, Lahore

APPENDIX C.

REPORT BY THE PRINCIPAL ON THE LAHORE MISSION COLLEGE FOR THE YEAR 1892-93.

Number and distribution of scholars.

The following table shows the number and distribution of scholars on 31st March, 1893, as compared with those of the corresponding date last year :—

		1892-93	1891-92.	Increase	Decrease
Intermediate Class ...	First year ..	57	45	12	...
	Second year	47	48	...	1
B. A. Class	Third year ..	41	31	10	...
	Fourth year	39	29	10	..
	Total ...	184	153	31	...

Expenditure

2. The following table gives the details of expenditure for the past year, as compared with that of 1891-92 :—

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

	1892 93	1891-92.	Increase.	Decrease.
	Rs	Rs.	Rs	Rs.
Provincial Revenues	3 600	3,600	...	...
Fees	10,218	7,853	2 365	...
Subscriptions	10 290	10,759	...	469
Total ...	24,108	22,212	1,896	...

Scholarships

3. The following table shows the number of Scholarship-holders, and the sources from which their scholarships were defrayed :—

	1892 93	1891-92	Increase.	Decrease.
Provincial Revenues	4,648	4,466	182	...
District Funds	206	...	206	...
Municipal Funds	874	851	23	...
University Funds	1 024	688	336	...
Total ...	6,752	6,005	747	...
Number of holders of: Government and University—Open Scholarships ...	23	24	...	
Jubilee Scholarships	10	9	1	...
Other Scholarships ...	17	15	2	...
Total ...	50	48	3	...

Results of Examinations.

4. The following table shows the results of the examinations held in 1893, as compared with the results of the preceding year :—

		1892 93.	1891-92.	Increase.	Decrease.
Intermediate ...	Candidates	45	44	1	...
	Passes	34	37	...	3
B. A.	Candidates	39	26	13	...
	Passes	21	13	8	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

Appendix C.

Report on the Mission College, Lahore.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics.	Philosophy.	History and Political Economy.	Botany.	Chemistry and Physics.
F. A. and Intermediate Examinations.	Candidates ...	1892-93 ...	45	8	5	31	45	24	...	...	17
		1891-92 ...	44	5	9	30	44	32	...	...	12
		Increase ...	1	3	...	1	1	...	...	...	5
		Decrease ...	...	...	4	...	...	8	...	...	...
	Passes ...	1892-93 ...	43	7	4	25	37	23	...	...	17
		1891-92 ...	42	4	8	28	41	28	...	...	12
		Increase ...	1	3	...	...	...	...	...	...	5
		Decrease ...	...	...	4	3	4	5	...	...	...
B. A. Examination.	Candidates ...	1892-93 ...	39	3	6	23	15	16	8	1	1
		1891-92 ...	26	3	4	13	8	7	8	2	...
		Increase ...	13	...	2	10	7	9	...	...	1
		Decrease ...	...	...	...	...	...	...	...	1	...
	Passes ...	1892-93 ...	27	3	3	22	8	15	8	...	1
		1891-92 ...	15	3	1	12	6	6	8	2	...
		Increase ...	12	...	2	10	2	9	...	..	1
		Decrease ...	...	..	...	...	...	...	...	2	...

5. The number of students in attendance has been considerably greater than the last or any previous year. That this growth in numbers has been steady from year to year we regard as satisfactory. In the annual statements of the College since its re-opening the numbers reported in successive years have been as follow:—15, 109, 130, 134, and 153. We have now to report 184 students as enrolled on 31st March. This increase is distributed pretty equally amongst the First, Third, and Fourth Year Classes. Attendance

6. There has been an important change in our Teaching Staff. The Rev. H. C. Velte, M. A., who has been connected with the College since 1886 as Professor of English, and to whom much of whatever success we have had is due, left India in February on furlough. His place in the English Department has been taken by Dr. Orbison, and that of Dr. Orbison in the Department of Mental and Moral Science by the Rev. J. M. McComb, M.A. This is the only change in our Teaching Staff we have had to record during a period of five years, except the addition two years ago of an Assistant Professor in the Department of Mathematics. Changes in Staff.

7. In the University Examinations our students have done well. Of the 21 successful men, one stood first in the University in the B. A. Examination, and alone in the First Division; 13 passed in the Second and 7 in the Third Division. In the Intermediate Examination there were 34 passes out of 45 candidates, one being placed in the First, 21 in the Second, and 12 in the Third Division. In the B. A. two of our men won scholarships, and in the Intermediate six. For four successive years the Aitchison-Rám Rattan Sanskrit Scholarship was won by students from this College; but this year no one of our men was able to gain it. Examinations.

8. Our students take a certain degree of interest in athletic sports. Football has this year been the most popular game; but both Cricket and Tennis Clubs exist, and these games furnish needful physical exercise to many. Some students only take exercise of any kind when compelled to do so; with such we have tried to deal, but with no very marked success. Physical exercise.

9. During the year the average number in the several Boarding Houses has been 96. These students, in addition to the general oversight of the Principal, have had the advantage of the regular supervision and control of Dr. Orbison. Boarding Houses

10. The conduct of our students has been, upon the whole, praiseworthy. It has been both interesting and satisfactory to witness the growth in manliness and other desirable qualities in some of the students. No cases calling for the exercise of severe discipline have occurred. Department.

11. Frequent lectures upon religious and moral subjects have been delivered by the Professors and by other gentlemen who have kindly come to our help. One period of each day's work is given to the direct teaching of the Bible and such truth as is drawn from it. Very decided interest on the part of the students has characterized much of this phase of our work. Religious and moral teaching.

Literary Societies.

12. The Literary Societies have continued to furnish what we regard as a distinct want, *viz.*, a field for the practice of English reading and speaking. A number of contests have been held with the manifest effect of inciting many to greater effort in the cultivation of the art of public speech.

Library.

13. Our Library has received an addition of about one hundred volumes, while more of the men have availed themselves of the privilege of borrowing books for perusal than in any previous year.

We are in great need of increased accommodation for classes. This need is occasioned by the greater numbers in attendance. It is our hope that within a year we may see our way clear to build two additional class-rooms.

APPENDIX D.

CHAPTER III.—UNIVERSITY EDUCATION.

REMARKS BY THE INSPECTOR OF SCHOOLS, LAHORE CIRCLE.

Besides the Colleges for instruction for Degree Examinations, there were, at the close of the year under report, three minor Arts Colleges preparing candidates for the Intermediate Examination, instead of two reported last year, the additional institution being the Islámiya College, Lahore, started in May, 1892. The other two Colleges are the same as last year, *viz*, the Daya Nand Anglo-Vedic College at Lahore and the Municipal Board College at Amritsar.

(a).—NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1892 93	1891-92.	Increase.	Decrease.
Intermediate Class ...	First year ...	98	54	44	...
	Second year ...	56	58	...	...
	Total	154	112	42	...

The above table gives the number and distribution of scholars in these institutions as compared with the previous year. The number in the Daya Nand Anglo-Vedic College have risen during the year from 89 to 116, and those in the Municipal Board College, Amritsar, from 23 to 30, showing an increase of 27 scholars in the former and of 7 in the latter. The Islámiya College has a First Year's Class of 8 scholars.

(b).—EXPENDITURE.

The following table shows the expenditure on Establishments and Contingencies. The falling-off of Rs. 734 noticeable in the expenditure from Municipal Funds has been solely in the Municipal Board College at Amritsar, and may be thus explained:—The total expenditure on the College during the year has decreased by Rs. 363-6-7, and the income from Fees risen by Rs. 370-12-0. The expenditure from Fees shows an increase of Rs 142 only; but the actual increase from this source of income amounts to Rs. 924-14-6, which is made up thus:—Daya Nand Anglo-Vedic College, Rs. 378-2-6; Municipal Board College, Amritsar, Rs. 370-12-0; and the Islámiya College, Rs. 176. The expenditure from Subscriptions shows a decrease of Rs. 632, while that from Endowments and other sources exhibits an increase of Rs. 3,009.

From	1892-93	1891-92.	Increase	Decrease
	Rs	Rs.	Rs.	Rs.
Municipal Funds	3 175	3,909	...	734
Fees	3,392	3,250	142	..
Subscriptions	591	1,223	..	632
Endowments and others sources	3,445	436	3,009	...
Total ...	10,603	8,818	1,785	...

(c).—FEES.

In the Amritsar College the fees are still levied at the rates sanctioned for Grant-in-aid Colleges. The rates prevailing in the other two Colleges are not stated in the reports of the Principals. The total fee receipts during the year amounted to Rs. 4,307-1-6, showing an increase of Rs. 924-14-6, as detailed above.

(d).—SCHOLARSHIPS.

The following table shows the number of scholarships of each kind held in these Colleges, and the funds from which they were paid, during the past two years. Of the 16 scholarships current at the close of the

Appendix D.

Report on the Lahore Circle.

year under report, 2 Government and University Scholarships, 1 Zamíndárí Scholarship, and 4 other scholarships, were held in the Municipal Board College, Amritsar, against 3, 1, and 3 scholarships respectively held in the previous year. The single Jubilee Scholarship, which was held in the same College in the previous year, is no longer current. There were 5 scholarships current in the Daya Nand Anglo-Vedic College, against 4 in the previous year. Of these 5 scholarships 3 have been founded by the Municipalities of Lahore and Ludhiána, and 2 are Patiála-Prince Albert Victor Scholarships. Scholarships payable from Public Funds are not yet tenable in the Islámiya College, Lahore; but it has 4 scholarships of the aggregate value of Rs. 10 per mensem, which are paid from private sources to deserving students.

		1892-93.	1891-92	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues	402	531	...	129
	District Funds	...	30	...	30
	Municipal Funds	565	309	256	...
	University Funds	220	...	220	...
	Other sources	50	24	26	...
	Total ...	1,237	894	343	...
NUMBER OF HOLDERS OF	Government and University Open Scholarships	2	3	...	1
	Jubilee Scholarships	...	1	...	1
	Zamíndárí Scholarships	1	1	...	...
	Other Scholarships	13	7	6	...
	Total ...	16	12	4	...

(e.) RESULTS OF EXAMINATIONS.

The following statement compares the results of the examinations for the past two years. The Amritsar College passed 12 out of 13 candidates, and Daya Nand Anglo-Vedic College 27 out of 40, against 6 out of 10 and 39 out of 48 candidates, respectively, in the previous year. The result is especially favourable to the Municipal Board College, Amritsar, inasmuch as one of its students headed the list for the whole Province The Islámiya College having been opened only in May, 1892, sent up no candidates for the examination.

		1892-93.	1891-92.	Increase.	Decrease
Intermediate, Punjab ...	Candidates ...	53	58	...	5
	Passes ...	39	45	...	6

The following statement shows the results of the examinations in each subject, which is very satisfactory in all cases. The Daya Nand Anglo-Vedic College, however, passed 30 out of 40 candidates in English, and only 3 out of 5 in Sanskrit, while the Municipal Board College, Amritsar, sent up no candidates in Science or Sanskrit.

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics (A Course).	Mathematics (B Course).	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. OR INTERMEDIATE EXAMINATION.	Candidates...	1892-93	53	...	5	48	53	..	31	9	..	13
		1891-92	58	...	11	47	58	...	45	4	...	9
		Increase	...	...	...	1	...	...	...	5	...	4
		Decrease	5	...	6	...	5	...	14	...	...	...
	Passes...	1892-93	42	..	3	42	51	...	30	9	...	13
		1891-92	54	...	9	39	54	...	42	4	...	9
		Increase	...	...	..	3	...	...	...	5	...	4
		Decrease	12	...	6	...	3	...	12	...	..	...

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Report on the Lahore Circle.

(*f*).—PHYSICAL TRAINING, GAMES, &c.

As far as Physical Training in the Daya Nand Anglo-Vedic College is concerned, the College Committee has not yet been able to make any arrangements. With regard to the Amritsar Municipal Board College, the following extracts from the report of the Principal will show that there has been some improvement in the matter:—"This year the students have been playing with the school boys in the higher classes, and have been able to make a team of their own and play against teams in the school. They play Lawn Tennis almost every evening, and some have proved themselves very efficient. Foot-ball, too, has been taken up by some, so that they have a variety of exercises, and seem to enjoy themselves thoroughly at it."

The Islámiya College has provided gymnastic apparatus and cricket gear for the use of its students.

(*g*).—BOARDING HOUSES.

Out of some 60 boarders whose names were borne on the roll of the Daya Nand Anglo-Vedic College Boarding House only 34 were residing on the 31st March, 1893, the rest having left in consequence of the approaching University Examinations. The opportunity for physical exercise has been provided by putting up parallel bars, a horizontal bar, &c., on the premises. Something is also being done by the students in the way of gardening. There being not many students to live in the Boarding House attached to the School at Amritsar, room was found in it for the College students as well. Their number at the close of the year was 5, namely, 3 of the First and 2 of the Second year. A Boarding House is attached to the Islámiya College also, and 4 students find accommodation in it. Every necessary arrangement for their comfort is said to have been made, and their wants to be duly looked to.

(*h*).—CONDUCT OF STUDENTS, MORAL INSTRUCTION, &c.

The conduct of students of the Municipal Board and Islámiya Colleges is reported to have been good, though the attendance at the former institution was, it is said, not so good as last year. The conduct of the students of the Daya Nand Anglo-Vedic College is believed to have been good also, though the report of the Principal is silent on the subject. No mention is made of any moral instruction having been imparted, but religious teaching is carried on in both the Unaided Colleges; and the existence of a Debating Club in connection with the Islámiya College, at which the students meet weekly and discuss subjects of various kinds, is reported.

(*i*).—GENERAL PROGRESS DURING THE YEAR.

There appears to have been general progress during the year, though the Principal of the Amritsar College thinks that a little more careful study on the part of the students in preparing themselves is required.

APPENDIX E.

CHAPTER III.—UNIVERSITY EDUCATION.

REMARKS BY THE INSPECTOR OF SCHOOLS, RAWALPINDI CIRCLE.

(a).—NUMBER AND DISTRIBUTION OF SCHOLARS.

The only College in this Circle during the past twelve months was that at Siálkot, belonging to the Scotch Mission. It had only one class, the first. The scholars, as shown in the accompanying statement, were 11 in number, of whom 8 were Hindús, 2 Muhammadans, and 1 Sikh. This class has now become the second, with a new first class containing at present only two students; but more are expected to join shortly.

		1892-93.	1891-92.	Increase	Decrease.
Intermediate Class ...	First year ...	11	...	11	...
	Second year ...	...	6	...	6
	Total .	11	6	5	...

(b).—EXPENDITURE.

The expenditure was Rs. 6,600, of which Rs. 6,000 was for tuition, and Rs. 600 for scientific apparatus. The College receives no aid from the Provincial Revenues.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1892 93.	1891-92.	Increase.	Decrease.
	Rs	Rs.	Rs.	Rs
District Funds	200	350	...	150
Municipal Funds	300	300	...	...
Fees	358	284	74	...
Endowments and other sources	5,142	5,726	...	584
Total ...	6 000	6,660	...	660

(c).—FEES.

The fees amounted to Rs. 358, against Rs. 284 in the previous year. The rates are three-fourths of those prescribed for Government and Board Colleges.

(d).—SCHOLARSHIPS.

Two of the students held Jubilee Scholarships of the value of Rs. 8 a month each; and one a Zamíndárí Scholarship, which, up to the month of October, 1892, continued in connection with this College, and was at that date transferred to the Lahore Government College.

STATEMENT OF SCHOLARSHIPS.

	1892 93	1891-92.	Increase.	Decrease.
	Rs.	Rs.	Rs	Rs.
Expenditure.—Provincial Revenues	204	200	4	...
Total ...	204	200	4	...
Number of holders of: Government and University Open Scholarships	...	1	...	1
Jubilee Scholarships	2	1	1	...
Total ...	2	2	...	...

(e).—RESULTS OF EXAMINATIONS.

There being no Second Year Class in this College during the year under report, no candidates appeared from it at the Intermediate Examination held in March, 1893.

(f).—PHYSICAL TRAINING, GAMES, &c.

Physical Training has been receiving attention. Mr. Youngson, the Principal, says that there has been for some time regular instruction given to the students in this branch of their education. During his absence on furlough, however, his successor discontinued cricket and other games, as he thought they interfered with the literary progress of the students. But since Mr. Youngson's return the games have been resumed.

(g).—BOARDING HOUSE.

The Boarding House for the College is the same as that for the attached School Department. It seems to have been taken full advantage of during the past year; but at present only three College students live in it.

(h).—CONDUCT OF THE STUDENTS, MORAL INSTRUCTION, &c.

With regard to the conduct of the students it is gratifying that Mr. Youngson is able to write thus:—"The conduct of the students has been all that could be desired. A good moral tone prevails throughout the institution."

(i).—GENERAL PROGRESS DURING THE YEAR.

The general progress of the students appears to have been satisfactory. They are said to be hard-working, and to have an intelligent grasp of the subjects taught, and what is more, the Principal thinks that "there is a good prospect of the young men's making a gratifying use of the power and opportunities which education will confer upon them."

(j).—OTHER MATTERS OF INTEREST.

Among other matters of interest, it may be mentioned that there is a Debating Club maintained in connection with this College, which has continued throughout the year, and that the Library, to which additions have been recently made, is becoming more and more appreciated. It also deserves to be mentioned as an evidence of the growing desire for higher education in this Circle that a College Class has been opened in connection with the Ráwalpindi Mission High School, so that next year's report will contain mention of two Colleges instead of one.

Appendix F.

Report on the Oriental College, Lahore.

APPENDIX F.

REPORT BY THE PRINCIPAL ON THE ORIENTAL COLLEGE, LAHORE, FOR THE YEAR 1892-93.

The actual expenditure on the Oriental College during the year 1892-93 has been as follows:—

	College.			School.			Total.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Establishment and Contingencies ...	22,444	3	7	4,676	0	5	27,120	4	0
Scholarships, &c.	5,187	11	10	470	13	3	5,658	9	1
Total ...	27,631	15	5	5,146	13	8	32,778	13	1

being an increase of Rs. 606-0-10 on the previous year.

The income of the College during the year from fees for tuition, &c., has been—

	Rs.	a.	p.
In the College Department	475	10	0
In the School Department	16	15	0
Total ...	492	9	0
Miscellaneous Receipts.			
Savings from stipends, &c.	30	3	11
GRAND TOTAL ...	522	12	11

NUMBER OF SCHOLARS ON THE ROLL ON 31ST MARCH, 1893.

COLLEGE DEPARTMENT.

Reading for Degrees—	
For the M. A. Degree in Sanskrit	2
Do. M. O. L. Degree in Arabic	2
Do. B. O. L. Degree in Urdú	8
Total ...	12
Reading for the Intermediate Examination—	
For the Intermediate Examination in Urdú	4
Total ...	4
Reading for the Oriental Titles Examinations—	
For the Shástrí or Honors in Sanskrit	4
Do. Vishárada or High Proficiency in Sanskrit ...	9
Do. Maulaví Fázil or Honors in Arabic...	14
Do. Maulaví 'Alim or High Proficiency in Arabic ...	9
Do. Munshí Fázil or Honors in Persian	6
Do. Munshí 'Alim or High Proficiency in Persian ...	7
Do. High Proficiency and Honors in Gurmukhí ...	7
Total ...	56
The total number of students in the College Department ...	72

SCHOOL DEPARTMENT.

Reading for the Entrance Examination—	
For the Entrance Examination in Urdú	11
Total ...	11
Reading for the Oriental Titles Examinations—	
For Proficiency in Sanskrit	20
Ditto Arabic	7
Ditto Persian	7
Ditto Gurmukhí	5
Total ...	39
The total number of students in the School Department ...	50

Appendix F

Report on the Oriental College Lahore.

The number of students divided according to race or creed, reading for each course on 31st March, 1893, was as follows :—

Courses.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Total.
COLLEGE DEPARTMENT.					
Reading for Degrees, M. A. Course	...	2	...	...	2
" " " M. O. L. Course... ...	...	...	1	1	2
" " " B. O. L. "	...	3	2	3	8
" " the Intermediate Examination ...	...	1	2	1	4
" " Honors in Sanskrit	...	4	...	...	4
" " High Proficiency in Sanskrit ...	...	9	...	...	9
" " Honors in Arabic	...	..	14	...	14
" " High Groficiency in Arabic ...	...	...	9	...	9
" " Honors in Persian	...	1	5	...	6
" " High Proficiency in Persian ...	...	..	7	..	7
" " Honors in Gurmukhí	..	...	..	5	5
" " High Proficiency in Gurmukhí ...	.	1	..	1	2
Total College Department	...	21	40	11	72
SCHOOL DEPARTMENT.					
Reading for the Entrance Examination, Oriental Faculty	...	3	7	1	11
" " Prajna or Proficiency in Sanskrit	...	20	...	...	20
" " Maulaví " in Arabic ...	...	...	7	...	7
" " Munshí " in Persian ...	...	...	7	...	7
" " Buddhimán " in Gurmukhí	...	1	...	4	5
Total School Department ...	...	24	21	5	50

The number of scholarship-holders and stipendiaries on 31st March, 1893, and the average expenditure per student, were as follow :—

College Department.		*No.*	*Average expenditure per student per mensem.*
Government scholarship-holders	...	7	11·3
University ditto	...	19	8·3
Endowed or Special* ditto	...	10	10·9
Stipendiaries	...	25	3·4
Getting no scholarship or stipend	...	13	...
Total	...	74†	
School Department.			
University scholarship-holders	...	3	4·8
Endowed or Special ditto ...	...	2	1·9
Stipendiaries	...	11	1·8
Getting no scholarship or stipend	...	34	...
Total	...	50	

* Includes the Bahâwalpur Arabic Scholar and Dr. Rattigan Sanskrit Scholar who did not belong to any of the College Classes.

† *See* note above.

Appendix F.

Report on the Oriental College, Lahore.

The following table shows the number of students of each class who went up for the University Examinations in 1893, and of those who passed :—

Classes.		Number on the Roll on 31st March, 1893.	Went up for Examinations.	Number passed	Percentage of passed students.	Remarks.
1		2	3	4	5	6
Arts ...	Entrance, 2nd year { Hindi ...	...	...	..	...	
	Entrance, 2nd year { Urdu ..	2	2	1	50	
	Intermediate, 2nd year ...	2	2	2	100	
	B. O. L., 2nd year	3	3	2	66	
	M. O. L., 2nd year	1	1	1	100	
	M. A., 2nd year	1	1	..	..	
Sanskrit	Proficiency, 2nd year	11	11	4	36	
	High Proficiency, 2nd year ..	5	5	1	20	
	Honors, 2nd year	1	1	1	100	
Arabic ...	Proficiency, 2nd year	5	5	5	100	
	High Proficiency, 2nd year ...	5	5	4	80	
	Honors, 2nd year	7	6	4	66	
Persian	Proficiency, 2nd year	2	2	1	50	
	High Proficiency, 2nd year ...	2	2	1	50	
	Honors, 2nd year	2	2	2	100	
Gurmukhi	Proficiency, 2nd year	2	2	2	100	
	High Proficiency	1	1	1	100	
	Honors in Gurmukhi	2	...	...	...	
English ...	Special Examination for Oriental Titles candidates.	10	8	7	87	
	Total ...	64	59	39	66·1%	

The following table shows the number of students on the Rolls on 31st March, 1893, in the Government College, Lahore, who received instruction in Oriental Languages in the Oriental College :—

Name of Language	Name of Class. B. A. Class. 2nd Year	B. A. Class. 1st Year.	Intermediate Class. 2nd Year.	Intermediate Class. 1st Year.	Total.	Remarks.
Sanskrit	2	...	6	5	13	
Arabic	...	3	3	3	9	
Persian	18	23	26	24	91	
Arabic and Persian	...	1	...	...	1	
Grand Total ...	20	27	35	32	114	

The following table shows the number of students of the Government College, Lahore, taught by Oriental College Teachers, who took up Sanskrit, Arabic, or Persian at the B.A. and the Intermediate (Arts) Examinations, 1893, and of those who passed *in these languages* :—

Classes.		Number on the Roll on 31st March, 1893.	Went up for the Examinations.	Number passed in Oriental Languages.	Percentage of passes in Oriental Languages.	Remarks.
1		2	3	4	5	6
Sanskrit ...	B. A.*	2	2	2	100	
	Intermediate	6	6	3	50	
Arabic ..	B. A.	...	..	...	...	
	Intermediate	3	3	2	66	
Persian ...	B. A.	18	18	17	94	
	Intermediate †	26	26	24	92	
	Total ...	55	55	48	87·2%	

* The Aitchison-Ram Rattan Sanskrit Scholarship was gained by a student taught in the Oriental College who stood highest at the B. A. Examination in Sanskrit.

† A student taught in the Oriental College stood highest in Persian at the Intermediate (Arts) Examination.

Instruction in English.

The number of students receiving instruction in English was, on the 31st of March, 1883, as follows:—

	No. of students.
High School Class ...	4
Higher Middle Class	10
Lower Middle Class...	14
III Primary Class ...	9
II Primary Class ...	16
I Primary Class ...	37
Total ...	90

Five students reading in the Oriental Titles Classes applied for and received dispensation from attendance at the hours of English instruction; among these 3 were blind.

On the other hand, 8 *casual students* attended the Classes formed for instruction in English besides the students shown above. Three among these had previously received English tuition in the Oriental College, but had left the institution on passing the highest Oriental Title Examination of their department.

Eight students who had attended the Higher Middle Class during 1892-93 appeared in April, 1893, at the Special Examination in the English Language, instituted under the Revised Regulations of 1892 for Oriental Language Examination candidates desirous of obtaining Diplomas of Oriental Titles. *All but one* of these candidates passed successfully the prescribed test, and thus became entitled to the Diplomas corresponding to the Oriental Language Examinations which they had passed either in previous years or in 1893.

Two more students of the Higher Middle Class had appeared as private candidates at the Anglo-Vernacular Middle School Examination of 1893, having prepared themselves privately in subjects other than English. Both these students succeeded in passing the Middle School Examination, and were, therefore, promoted to the High School Class without having been required to present themselves for the Special Examination in English.

Remarks of the Oriental College Committee on the Statistical Report for 1892-93.

I.—The receipts of the Oriental College Budget for the year 1892-93 amounted to Rs. 22,322. Against this there is an expenditure of Rs. 21,189 in the year under report, so that there has been a saving of Rs. 1,133 on the whole. This saving resulted chiefly from restricted expenditure under the heads of Stipends and Miscellaneous Expenses. To the saving on the Budget (Rs. 1,133) must be added receipts on account of fees (Rs. 493), making a total saving of Rs. 1,626.

II.—The total expenditure against the Oriental College Budget was Rs. 21,189, against Rs. 20,938 in the previous year. Towards this expenditure Rs. 3,200 were contributed by the Special Government Grant which has been sanctioned by the Local Government to meet the actual expenses connected with the tuition of Government College Classes in Oriental Languages.

The total expenditure against the University Budget was Rs. 10,634 (including Rs. 2,234 on account of Assistant Professor transferred from the Government College and Substitutes, and Rs. 4,982 on account of Endowed Readers), and Rs. 956 were spent on account of Government Scholarships held by students of the College.

III.—The number of students on the Roll on the 31st March, 1893, was 72 in the College and 50 in the School Department. The number of students in the College Department was the same as that shown for the corresponding date of the previous year, while the figure for the School Department shows a slight decrease against that for the 31st March, 1892, which was 56.

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Report on the Oriental College, Lahore.

IV.—The scholars on the Rolls on the 31st March, 1893, were divided according to creed as follows:—

	Hindú.	*Muhammadan.*	*Sikh.*	*Total.*
College Department ...	21	40	11	72
School do. ...	24	21	5	50
Total ...	45	61	16	122

V.—The following was the number of scholarship-holders (Government and University) and stipendiaries on the 31st March, 1893:—

	Scholarship-holders.	*Stipendiaries.*	*Without Scholarship or Stipend.*	*Total.*
College Department ...	34	25	13	72
School do. ...	5	11	34	50
Total ...	39	36	47	122

The number of stipendiaries remained the same as on the close of the previous school year (36), while the number of scholarship-holders was reduced by one.

VI.—In addition to students actually belonging to the Oriental College, 114 students of the Government College, Lahore, who were reading for Arts Examinations, received in the year under review instruction in Oriental Languages in the Oriental College, seven teachers (among them the Principal) being either permanently or for part of their time engaged in the tuition of these classes.

VII.—The Scheme of Studies contains detailed information regarding the courses of lectures given to the several classes of the College and School Departments. These courses of instruction were based upon the courses of reading prescribed for the various Oriental Language and Degree Examinations of the Punjab University, and their arrangement shows that the tuition of the Arts and Oriental Titles Classes, both in the College and School, has been carried on in strict conformity with the principles laid down by the Sub-Committee appointed for the re-organization of the College.

The report further contains a detailed account of the tuition in English, which had been organized under the recommendations of the same Sub-Committee for students reading in Oriental Titles Classes. The progress made in this branch of instruction was tested by the Special Examination in the English Language newly instituted under the Revised Regulations of 1892, with the result that seven out of the eight students who had received the requisite amount of tuition, and were thus prepared to present themselves at the Examination, passed successfully and qualified for Diplomas of Oriental Titles. It is hoped that these students will find opportunities as Teachers of Schools or Colleges to utilize their training in giving instruction in Classical Languages through the medium of English and in accordance with modern methods.

VIII.—It will be noticed from the statement given on page xx of the Report that candidates from the Oriental College appeared in not less than 17 different Examinations of the University for 1893. The results gained by the Oriental College in these various examinations show the satisfactory average of 66·1 per cent. of passes from among the candidates sent up. From a comparison of these results with the general pass percentages of candidates in the several Oriental Faculty Examinations it will be found that the pass percentages gained by the Oriental College were in 11 examinations considerably higher than those shown for the total of the candidates, and in two other examinations equal to the latter. In not less than seven examinations, *viz.*, M. O. L. (Arabic), Intermediate (O. F.), Shastri, Maulaví, Munshí Fázil, Buddhimán, Vidván, the results show for the Oriental College fully 100 per cent. of passes.

The results of the year have also been favorable with regard to the success gained by individual students of the Oriental College in these examinations. The only successful candidate in the M. O. L. Examination (in Arabic) came from the Oriental College, and in not less than nine examinations students from the Oriental College took the first place on the list of passed candidates. Both in the B. O. L. and Intermediate Examinations of the Oriental Faculty the two highest places in order of merit were gained by students of the Oriental College, all being placed in the Second Division.

The following list shows the Examinations in which Oriental College students stood first in order of merit :—

B. O. L. Examination.
Intermediate „
Prajna „
Vishárada „
Maulaví „
Maulaví 'Alim „
Munshí 'Alim „
Vidvan „
Buddhimán „

Ten Government and University Scholarships, one gold medal and one prize were gained by students of the Oriental College on the results of the above examinations.

With regard to the results of the tuition received in the Oriental College by students of the Government College, it deserves to be noted that, as shown on page xx of the Report, not less than 87 2 per cent. of all Government College students, who had appeared at the Intermediate and B. A. Examinations of 1893, passed with success in the Oriental Classical Languages in which they had received instruction in the Oriental College.

On results of the B. A. Examination in Sanskrit the Aitchison-Rám-Rattan Sanskrit Scholarship was awarded to one of these students of the Government College (Pandit Lakshman Dás) who stood highest in the subject, and who subsequently received the further distinction of being appointed by the Syndicate to the McLeod-Kashmír Sanskrit Readership. A student taught in the Oriental College stood also highest in Persian at the Intermediate Examination in Arts.

IX.—The system of House Examinations, as introduced in 1888, has been continued during the year under report, and the rules by which the award and tenure of stipends is made dependent on the results obtained in these House Examinations have been strictly adhered to.

X.—During the year under report the following changes in the Teaching Staff of the Oriental College have taken place.

On the death of Pandit Sukh Diyál, 2nd Pandit, College Department, which occurred at the beginning of the school year, and was already noticed by the Committee in its remarks on the previous Annual Report, the Committee recommended the promotion of Pandit Durgadatta, 1st Pandit, School Department, to the vacant post. This proposal received subsequently the sanction of the Senate of the University, the officiating arrangements which had been in force during the late Pandit Sukh Diyál's protracted illness being continued in the meantime.

The post of the 2nd Pandit, School Department, which had become vacant by the death of Pandit Máya Rám towards the close of the school year 1891-92, was first filled up by the appointment of Pandit Harí Krishna, Shástrí, formerly Teacher of the Randhír College, Kapurthala, who joined this post on the 1st May, 1893. Pandit Harí Krishna was subsequently promoted to the post of 1st Pandit, School Department, on Pandit Durgadatta's transfer to the College Department. In his place Pandit Ganga Vishnu, Shástrí, a former student of the College, who had been working since December, 1891, as Officiating Sanskrit Teacher to the satisfaction of the Principal, was appointed 2nd Pandit, School Department.

Pandit Bhagwán Dás, Assistant Professor of Sanskrit, whose services had been transferred in 1884 to the Oriental College from the Government College, died at the close of the summer vacation. The Committee, keeping in view the previously expressed intentions of the Syndicate and Senate, resolved not to fill up the post vacated by the Pandit's death, but to recommend the nomination under the Revised Rules of a duly qualified McLeod-Kashmír Reader as a Teacher of Sanskrit for the Government College Classes. This proposal received the approval of the Senate, and Pandit Lakshman Dás, who had received his Sanskrit training in the Oriental College, and had distinguished himself in the B. A. Examination of 1893 by standing first in Sanskrit, was accordingly nominated to the Readership after the close of the year under report.

Pending this nomination the work of the late Assistant Professor was carried on by Pandits Durgadatta and Harí Krishna, Pandit Syama Dás, Shástrí, a former student of the Oriental College, who had distinguished

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Report on the Oriental College, Lahore.

himself in the Shástrí Examination of 1891, helping in the tuition of the Oriental Titles Classes as a temporary Assistant Teacher of Sanskrit.

Pandit Ráma Krishna, B. O. L., 1st Teacher, Hindí School Department, died during the summer vacation after having served on the Staff of the College for over ten years. In view of the limited attendance of Hindí reading students it was decided to leave his post unfilled for the present.

Bhái Gurmukh Singh, who had passed with credit the High Proficiency Examination in Gurmukhí of 1890 from the Oriental College, was nominated in November, 1892, to the post of Gurmukhí Teacher, School Department, vacated by Bhái Chanda Singh's retirement.

Lála Chandar Bhán, M.A., Patiála Translator, was granted one and a half months' sick leave in the early part of the school year; his work as Mathematical Teacher of the College Classes was during this time entrusted to Maulaví Ghulám Mustafa, M.O.L., and the late Pandit Ráma Krishna, B.O.L., in addition to their other duties.

Maulaví Muhammad Sharíf succeeded in June, 1892, on the results of that year's Maulaví Fázil Examination, to the Bahá'walpur Arabic Readership, and was, in accordance with the arrangement followed in previous years, employed as Teacher of Arabic and Persian in the School Department.

XI.—The Committee, in conclusion, desires to record its appreciation of the labours of the Teaching Staff of the Oriental College, to whose energetic supervision and careful tuition the successful results attained at the various Examinations are mainly due.

APPENDIX G.

REPORT BY THE PRINCIPAL ON THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE YEAR 1892-93.

Students.—The total number of students under instruction for the past year was 397, showing an increase over that of the previous year of 75. These figures speak for themselves.

The total of 397 is made up of 158 students attending the Assistant Surgeon Class and 239 the Hospital Assistant Class, contrasted with 144 and 178 in the same classes of the previous year. The increase in the Assistant Surgeon Class is due mainly to the number of free students from the North-Western Provinces rising from 13 to 29. On the other hand, there is a slight diminution in the corresponding class from the Punjab. There are no entries in the Free Female Class.

In the Medical School the increase is due mainly to the larger number of entries in the Military and Burmah Classes, 47 and 19, respectively. There is a slight falling-off of the number of Free Male students, and only 1 entry in the Free Female Class.

Result of Examinations.—At the University Examinations for the Junior Examination, 40 candidates, including 3 female students, appeared. Of these 12 passed, or 30 per cent., including one candidate for the M. B. Degree. In addition, 16 candidates passed in all subjects but one, and will be allowed to continue their studies in the higher school, taking up the subject they failed in at the next examination.

For the Final Examination, out of 25 candidates who appeared 15 passed, giving a percentage of 60. Of these 1 qualified for the Degree of M. B.

In the Hospital Assistant Class, out of 50 candidates 30 passed, or 60 per cent., and of these 1 was a female student.

Attainments of the Students.—The improvement in the standard of general education amongst the students entering the College, commented on in the last report, shows steady improvement, there being a larger proportion of students who have passed the Intermediate Examination in Arts than has been the case before. In addition, it is satisfactory to note that a much larger number of candidates have entered the School during the current year who had previously passed the Entrance Examination of the Punjab University.

EXPENDITURE OF ESTABLISHMENTS AND CONTINGENCIES.

College.—The increase of Rs. 11,189 under the head of Expenditure on Establishment and Contingencies, given in Statement No. 2, is due to the fact, that in the year 1891-92 the Principal and the Professor of Anatomy were absent for six months in the year on furlough, and the pay drawn by the officers acting for them was less by Rs. 7,023 than that drawn during the past year. The surplus balance during the past year is due to the addition to the Professional Staff of Dr. Murray, who was appointed to the chair of Pathology and Materia Medica.

The increase of Rs. 634, shown under the heading of Fees, is due to the larger number of students paying monthly and Dissecting Room fees.

The increase of Rs. 2,249 in the expenditure under the head of "Endowments and other sources" resulted from the necessity for a large purchase of furniture, stores, and appliances from the College Fund.

School.—The expenditure from Provincial Revenues shows an increase of Rs. 1,516 as compared with the figures for the previous year. This was largely due to the inclusion in the School Budget of the allowances of Rs. 100, Rs. 50, and Rs. 50 drawn respectively by the Lecturers on Diseases of Women to the female students, and the Senior and Junior Demonstrators to the Anatomy Class for the full period of 1892-93; whereas in 1891-92 these allowances were only drawn for a portion of the year.

The increase in expenditure of Rs. 139 under the head of "Endowments and other sources" was due to an increased expenditure from the "College Fund" on appliances and furniture. The total expenditure

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Report on the Medical College and School.

under all heads amounts to Rs. 98,825 for 1892-93 as compared with Rs. 83,111 for 1891-92, an increase of Rs. 15,714. This gives an average expenditure of Rs. 248 on each student, against Rs. 258 for 1891-92.

Scholarships and Stipends.—The number of scholarships awarded during the past year was one in excess of the previous one. The number of stipends was larger by 67, and this was due to the larger number of stipends awarded by the Government of India, Military Department, and the Madras and Burmah Governments. In the College 41·13 per cent. of the students held scholarships, while in the School the stipends amounted to 89·53 per cent.

General Remarks.—The most noticeable feature of this report is the remarkable and regularly progressive increase in the number of students both in the College and School, and I must emphasise, in the most marked manner possible, the remarks made by the Principal in last year's report on the inadequate numbers of the Teaching Staff, both of the College and School, in comparison with those of the other great Medical Schools of the country. As an instance bearing on this point, attention may be drawn to the fact that, with one exception, *viz.*, that of the Professor of Anatomy, each one of the College Staff has at least two subjects allotted to him.

The disproportion of teachers to students is still more marked in the School, there being 239 students, and only 5 teachers available, and this paucity of teachers makes itself most felt perhaps in the practical teaching of Surgery and Medicine in the wards of the Hospitals.

During the past year the new Dissecting Room has been completed, and affords ample accommodation for the students, as well as being a partial relief to the lecture accommodation in the College when the increasing size of the School is causing inconvenience. The discipline during the past year has been good.

No. 1.—NUMBER AND DISTRIBUTION OF STUDENTS IN THE MEDICAL COLLEGE AND SCHOOL ON 31ST MARCH, 1893.

	1892-93.	1891-92.	Increase.	Decrease.
Medical College.				
Punjab Government scholarship-holders	30	28	2	...
Punjab Government female scholarship-holders	4	4	...	...
N.-W. Provinces Government scholarship-holders	12	12	...	...
N.-W. Provinces Government female scholarship-holders	...	1	...	1
District Fund scholarship-holders ...	4	5	...	1
Municipal Fund scholarship-holders ..	2	3	...	1
University and other scholarship-holders (including 6 females from Dufferin Fund)	13	11	2	...
Free female students	...	1	...	1
Punjab free students	64	66	...	2
N.-W. Provinces free students ...	29	13	16	...
Total ...	158	144	14	...
Medical School.				
Military Medical pupils	83	36	47	...
Civil Medical pupils	32	31	1	...
Burmah students	36	17	19	...
Hakim students	21	21	...	...
Government female students	4	4	...	...
Local students	35	34	1	...
Local female students	3	4	...	1
Free female students	1	2	...	1
Free students	24	29	...	5
Total	239	178	61	...

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Report on the Medical College and School.

No. 2.—EXPENDITURE ON ESTABLISHMENTS AND ON CONTINGENCIES FOR 1892-93.

	1892-93.	1891-92.	Increase.	Decrease.
MEDICAL COLLEGE.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	* 74,085	62,896	11,189	...
Fees	† 3,228	2,594	634	...
Endowments and other sources ...	‡ 4,862	2,613	2,249	...
MEDICAL SCHOOL.				
Provincial Revenues	14,940	13,424	1,516	...
Municipal Funds	28	27	1	...
District Funds	20	22	...	2
Subscriptions	36	48	...	12
Endowments and other sources ...	‖ 1,626	1,487	139	...
Total ...	98,825	83,111	15,714	...

Note by the Director of Public Instruction.

* Includes Rs. 4,642 on account of contributions made by District Boards and Municipal Committees towards the increased staff of the Medical College :—

	Rs.
District Funds	2,069
Municipal Funds	2,573

Also includes Rs. 4,895 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

† Includes Rs. 166 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

‡ This item is on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

‖ Includes Rs. 540 on account of expenses of the Oriental Medical Class attached to the Medical School, as below :—

	Rs.
From Provincial Revenues	238
,, District Funds	20
,, Municipal Funds	28
,, Subscriptions	36
,, Endowments	218
Total ...	540

Also includes Rs. 1,408 on account of extraordinary expenditure on chemicals, furniture and apparatus, which is an Indirect charge, and shown as such in General Tables.

No. 3.—STATEMENT OF SCHOLARSHIPS FOR 1892-93.

		1892-93.	1891-92.	Increase.	Decrease.
	MEDICAL COLLEGE.	Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues ...	7,897	7,743	154	...
	District Funds	532	384	148	...
	Municipal Funds	220	310	...	90
	University Funds	6	24	...	18
	Other sources	2,465	2,155	310	...
	MEDICAL SCHOOL.				
	Provincial Revenues ...	18,155	11,785	6,370	...
	District Funds	2,030	1,913	117	...
	Municipal Funds	502	458	44	...
	Other sources	2,250	2,439	...	189
	Total ...	34,057	27,211	6,846	...
	MEDICAL COLLEGE.				
No. of SCHOLARSHIP-HOLDERS.	Government Scholarships	46	45	1	...
	District Scholarships ...	4	5	...	1
	Municipal Scholarships ...	2	3	...	1
	University and other Scholarships	13	11	2	...
	MEDICAL SCHOOL.				
No. of STIPEND-HOLDERS.	Government Stipends ...	176	109	67	...
	District Stipends	17	16	1	...
	Municipal Stipends ...	4	5	...	1
	Other Stipends	17	17	...	...
	Total ...	279	211	68	...

Appendix G.

Report on the Medical College and School.

No. 4.—STATEMENT SHOWING RESULTS OF EXAMINATIONS OF THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE OFFICIAL YEAR 1892-93.

Name of Examination.		Number of examiners.	Number of passes.							Remarks.
			Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.	Total.	
Medical College.										
Junior Examination	Boys ...	37	...	...	9	1	2	...	12	
	Girls ...	3	...	...	...	...	...	...	...	
Final Examination ...	Boys ...	25	...	1	8	3	3	...	15	
	Girls ...	...	...	...	...	...	...	...	...	
Medical School.										
Final Examination ...	Boys ...	48	...	...	15	5	9	...	29	
	Girls ...	2	...	1	...	...	...	...	1	

APPENDIX H.

REPORT BY THE PRINCIPAL ON THE CENTRAL TRAINING COLLEGE, LAHORE, FOR THE YEAR 1892-93.

The staff was composed as follows :—

F. Haden Cope, Esquire, M.A., (Cantab.), Principal;
Lála Munshí Lál, M.A., (P. U.), Assistant Superintendent;
,, Jíya Rám, M.A., (P. U.), First Master and Translator;
,, Súraj Naráin, Second Master and Translator;
,, Khushí Rám, B.A., Science Master;
M. Ahsán 'Alí Khán, Oriental Teacher.

The following changes took place during the year:—Lála Munshí Lál, M.A., obtained furlough from 25th May to 24th July, 1892, and Lála Jíya Rám, M.A., officiated for him. Lála Tára Chand, B.A., officiated as Second Assistant Master and Translator in the place of Lála Súraj Naráin, who officiated for the period as First Assistant Master and Translator. Lála Jíya Rám, M.A., obtained leave without allowances for one year, with effect from 1st February, 1893. Lála Súraj Naráin was appointed sub. *pro tem.* First Assistant Master, and Lála Hem Ráj, M.A., as Second Master, and the latter reported himself on 17th February, 1893. Lála Hem Ráj, M.A., was transferred as Head Master to the Normal School, Ráwalpindi, and Pandit Iqbál Kishan, M.A., the Head Master there, came to the College and began to work as Officiating Second Master on 30th March, 1893.

The following are the statistics in the prescribed form for the year under review:—

STATISTICS, CENTRAL TRAINING COLLEGE, LAHORE, 1893.

		1892-93.	1891-92.	Increase.	Decrease.
Number of Scholars at the close of the year.		No.	No.	No.	No.
Senior Anglo-Vernacular Class	Teachers	2	1	1	...
	Others	10	15	...	5
	Total	12	16	...	4
Junior Anglo-Vernacular Class	Teachers	5	7	...	2
	Others	15	20	...	5
	Total	20	27	...	7
Senior Vernacular Class	Teachers	9	8	1	...
	Others	22	28	...	6
	Total	31	36	...	5
Total	Teachers	16	16	...	...
	Others	47	63	...	16
	Grand Total	63	79	...	16
Expenditure.		Rs.	Rs.	Rs.	Rs.
On Establishments and Contingencies.	From Provincial Revenues	16,311	15,412	899	...
	,, other sources	43	330	...	287
	Total	16,354	15,742	612	...
On Stipends from Provincial Revenues		7,614	8,252	...	638
	Total	7,614	8,252	...	638
	Grand Total	23,968	23,994	...	26
Results of Examinations.		No.	No.	No.	No.
Senior Anglo-Vernacular Certificate Examination		10	15	...	5
Junior Anglo-Vernacular Certificate Examination		17	18	...	1
Senior Vernacular Certificate Examination		24	22	2	...
Number of Government stipendiaries		58	60	...	2
Ditto other stipendiaries		4	3	1	...
Ditto non-stipendiaries		1	1	...	...

Appendix H.

Report on the Central Training College, Lahore.

Number and distribution of students.

The number of the students on the Rolls on March 31st, 1893, was 63, as against 79 in the previous year.

The decrease in the number is due to the fact that the number of stipends awarded in October last was less than in previous years owing to the change of session, and to the fact that we shall have, from May 1st to July 31st of the current year, double classes throughout the College. As last year, I made my selections by holding an Entrance Examination. As was the case last year, I had many more candidates for the Senior Anglo-Vernacular and the Junior Anglo-Vernacular Classes than I had stipends for.

My Senior Anglo-Vernacular Class is composed of 2 B. As., 9 F. As., (two of whom are Teachers sent in by Inspectors), and one man who read for two years in an Arts College—but failed in the F. A.—taken by me as specially recommended by Mr. Allnutt.

The Junior Anglo-Vernacular Class contains 5 Teachers and 15 others, as against 7 Teachers and 20 others last year.

I had in all some 135 applications for admission to the Anglo-Vernacular Classes, though some of the men who applied informally did not fill, sign, and return the forms of application sent to them.

The Vernacular Class contains 9 Teachers and 22 others. Of the Teachers 4 are paid by Inspectors from their allotment, 4 by Municipalities, and 1 is a free student.

The classes were all full and in working order a few days after the session commenced, the Senior Vernacular Class at an earlier date than had been possible in former years, as the Normal School results were last year published earlier than usual.

As generally happens, three or four men left the College after attending for a few days, but the stipends that then fell vacant were at once filled up. One of the Senior Anglo-Vernacular men fell sick in January, and one of the Senior Vernacular men in February, and I struck their names off the rolls when I had allowed them all the sick leave I could under the provisions of the Punjab Education Code.

Expenditure.

The total expenditure during the year under report was Rs. 23,968, as against Rs. 23,994 in the previous year, or a decrease of Rs. 26. The difference between the expenditure of the year under report and the year previous to that is a slight one. Actually there was an increase of Rs. 612 in the expenditure on Establishments and Contingencies; but this increase was counteracted by a decrease of Rs. 638 in the expenditure on the stipends.

Results of Examinations. VI.

From the Senior Anglo-Vernacular Class 16 men appeared in the Certificate Examination and 10 passed,—4 of them in the First Division, as against 15 out of 17, and 6 in the First Division in the previous year. The falling-off in the passes has already been the subject of correspondence; and I need merely add here that the men got very nervous in English *vivâ voce* examination, and did not do themselves justice, particularly in Grammar and Analysis. As a proof of this, I may mention that one man, who was not given a single mark for Grammar and Analysis in the *vivâ voce* examination still before the same examiner, did so well in the practical examination that he received 83 marks out of 100 for a lesson he delivered on English Grammar, or more marks than any other candidate up for the Senior Certificate obtained for a lesson delivered in the presence of the examiner. I am strongly of opinion, as I have already said, that it is most desirable that we should have written papers in English Grammar and Analysis for both the Anglo-Vernacular Classes. Of the six men who failed, three failed in Science only, and one in English only, and they may consequently appear in these subjects alone this year, and, if they pass, obtain the Certificate.

For the Junior Anglo-Vernacular Certificate Examination I sent up 27 men, of whom 17 passed, 9 failed in School Management, and 1 in English. In the previous year 18 passed out of 25; 6 passed in 1892 in the First Division, as against 10 in the First Division in 1891. The failures and lower percentage of passes in the First Division are to be accounted for by the fact that, as the examiner said in a letter to you, his "questions involved a smaller knowledge of book-work than usual, and a greater proportion of independent thought on the part of the candidate." The papers set last year, I consider, were excellent, and the men should have done much better than they did, as my lectures and

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Report on the Central Training College, Lahore.

those of my Assistants had thoroughly covered the ground. I always endeavour to teach principles, and not "the book;" but, so long as there is a text-book, Indian students will, despite all that may be urged by their Teachers, place their chief reliance on it, and stand or fall by their knowledge of it alone.

In the Senior Vernacular Certificate Examination 24 out of 34 men sent up from my College passed, as against 22 men out of 30 in 1891 and 15 out of 32 in 1890. The improvement here is very marked, especially as this year 14 of our men passed in the First Division.

Criticism Lessons.

I have nothing to remark under this head beyond what I have said in former years. Every effort is made to instil proper method, and the men, when they leave the College, know how they ought to teach. The whole of my men (those who passed and those who failed) of the Senior Anglo-Vernacular Class obtained an average of 67 per cent. for the lessons they delivered in front of the examiner.

The 27 men who appeared in the Junior Anglo-Vernacular Certificate Examination obtained an average 62·26 of full marks in the lessons they delivered. The examiner in School Management, Mr. Bell, M. A., said of my men: "The methods are generally clearly and correctly formulated, and if the practical skill of the candidates equals their knowledge of theory, they ought to prove good Teachers." And again: "Having been in charge of the Training College for several years, I am in a position to compare the candidates sent up by myself with those of the present year. My opinion is that the best men in my time were quite as good as the best men of this year, but that there was then a larger proportion of weak students than there now is. The average has decidedly improved." This is satisfactory; but, as I said last year, I find it hard to get the men to remember that the method taught and recommended is the one to be employed after they leave the Training College, and not merely as "subject" for the Certificate Examination. This difficulty, of course, decreases year by year, and will, no doubt, finally disappear, as the number of trained men in the Province increases, and they are able to hold their own against the strong conservation in favour of old manners of teaching that is at present so prevalent among old untrained Teachers. It is very hard for a young man to teach in a way that he knows to be right and sound unless he is warmly supported by those over him. Yet I fear that it is not always the case, and that the "what was good enough for my father is good enough for me" argument, which was until not so very many years ago advanced as unanswerable in England by people of various classes against various reforms, is still potent in India. This, coupled with the fact that the Indian student is often an adept in the art of forgetting, makes my work difficult; but it is satisfactory to have the assurance of Inspectors that the Teachers I send out are much superior to the ordinary run of those employed in the Province.

Physical Training.

This has not been all that I could wish. We were without a Gymnastic Master for a considerable period, as I could not find a suitable man. However, on December 1st, 1892, Sevají Ráo, a good Gymnast and Instructor, commenced his duties, and since then, the classes have made fair progress. In a few years when physical instruction and education has taken a hold in the schools of the Province, we may hope to show much better results in the College than we can do now, when the men come, not only without any knowledge of drill or gymnastics, but, in some cases, an absolute dislike for them. However, all are made to attend, and the roll is called for drill and gymnastics by the Teachers of those subjects, and absence without leave punished by me exactly as it would be were a man to absent himself from my lectures. It has been impossible up to the present for my students to get Senior Gymnastic Certificates under Articles 169 and 701 of the Punjab Education Code, as in the first place the College has not been equipped with the necessary apparatus; and in the second, the Course is more than can be taught in ten months if the men come up, as so many of them now do, with no knowledge of drill and gymnastics.

The Gymnasium for the use of students of the Government and Central Training Colleges is, however, now ready, and I hope very shortly to have made arrangements for our men to use it. In the new session just about to commence I am also going to allot certain hours for the teaching of the principles of physical training as laid down in the Departmental Text-book.

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Boarding House.

This is still located in the premises formerly occupied by the Bank of Bengal, and is in many ways comfortable enough; but I am very glad to learn that the plans for new Boarding Houses have been sanctioned, and that work will very shortly be commenced. I trust that it may be found possible to give us a grant for properly laying out the grounds round the College and new Boarding Houses and making them attractive. I should much like to have, near the new Boarding House, or possibly in the central court, a garden plot, and to endeavour to foster a love of gardening among the students by supplying them with implements and seeds, and trying to get them to take an intelligent interest in the management and culture of flowers and vegetables. If the students took to gardening while at College, I am quite sure they would continue that fascinating and useful recreation in after life when they became School Masters, and we might see, in time, pretty gardens springing up round our school-houses as we so often do in England. If we could do this, we should have accomplished not a little towards the education of the observing faculty and of the taste of scholars who come within the sphere of influence of such gardens and garden-loving masters.

Conduct of the students.

This has been excellent. I find the men perfectly amenable to discipline and endeavour by all means in my power to foster a good "tone" among them and a sound "College opinion." I believe the men are proud of their College, and of the good name its students bear, and I always find them courteous, obliging, and gentlemanlike in their behaviour towards me, the members of the staff, and among themselves. The discipline maintained is strict. The rules of the College are printed on the admission forms which candidates have to fill in and sign when they join, and these rules are read and explained to them at the outset, and they are told that the rules are to be kept, and not to be broken. The consequence is that absence from College without leave is an almost unknown offence, and the men, realizing that the rules will be strictly enforced, know exactly what they have to expect if they break them, and consequently obey them. The consequence of breaking a rule is not necessarily a fine, or what I may term a material punishment, for I try to show that a man's sense of duty is what should deter him from breaking them, and, above all, I put my foot down sternly on all frivolous excuses which are, in my opinion, the bane of Indian Schools and Colleges so far as discipline is concerned. I endeavour to show the students that reasonable requests will always be acceded to; but that if a rule is broken and an excuse put forward for such breaking which is so flimsy and transparent so as to be impertinence and insult to the understanding of the official to whom it is made, first the original fault will be punished, then the excuse as a still more serious transgression of discipline. I adopt as my motto *que s'encuses' accuse* and treat cases accordingly, and I am happy to say that I find my system answers admirably, and that my students behave in every way to my satisfication.

During the year I have been well supported by the various members of my staff, and I have received valuable assistance from Mr. Knowlton, the Head Master of the Central Model School, who has lectured to my Anglo-Vernacular Classes twice a week on particular method, and has also thoroughly supervised the work of the College students when working in the Central Model School.

The annexed statement of the work of the Translation Department will show that the Translators, who are also Teachers in the College, have done a considerable amount of valuable work.

TRANSLATION DEPARTMENT.

The staff consisted, as usual, of the First and Second Assistant Masters and Translators, part of whose time is given to teaching in the College, and part to translation work, compilation, revision, and reviewing of books.

The post of the First Assistant Master and Translator was held by Lála Jíya Rám from 1st April to 25th May, and again from 24th July, 1892, to 31st January, 1893, and by Lála Súraj Naráin from 25th May to 24th July, 1892, and again from 1st February, 1893, to 31st March, 1893. The post of the Second Assistant Master and Translator was held by Lála Súraj Naráin from 1st April to 25th May, 1892, and again from 25th July, 1892, to 31st January, 1893; by Lála Tára Chand from 25th May to 24th July, 1892; by Lála Hem Ráj from 17th February to 29th March, 1893; and by Pandit Iqbál Kishan from 30th to 31st March, 1893.

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The work actually done by the staff amounts to—

1. Compilation of Urdú Courses for Central Training College and Normal Schools, and of the District Geographies of Bannú, Ferozepore, and Kohát;
2. Revision and correction of the Geographies of Simla, Bannú, Kángra, Punjab (Hindí), Asia (English), of Motí Qawá'id, Parts I and II, and of the Eighth Urdú Reader;
3. Translation of 12 Circulars and of portion of the Geography of Asia;
4. Reviewing of 75 books;
5. Selection of Poems from Ufaq for the Primary, Middle, and High School Courses;
6. Suggestion of improvements in the Fifth, Sixth, Seventh and Eighth Urdú Readers, and in the Urdú Courses for the 1st, 2nd, and 3rd Middle Classes;
7. Assistance in drawing up the Syllabus of Object Lessons for Primary Classes.

The work of each member of the staff is shown below:—

LALA SURAJ NARAIN.

1. Compiled poetry portion of the Training College and Normal School Courses, including four original poems (200 pages), District Geography of Bannú (about 60 pages);
2. Revised and corrected the manuscript Eighth Urdú Reader (200 pages), Motí Qawá'id, Parts I and II (about 100 pages) and Geographies of Bannú and Simla (about 60 pages) each;
3. Translated 3 Circulars and portions of the Geography of Asia;
4. Reviewed 41 books;
5. Selected Poems from Ufaq for the Primary, Middle and High School Courses;
6. Suggested improvements in the Fifth, Sixth, Seventh and Eighth Urdú Readers, and in the Urdú Courses for the 2nd and 3rd Middle Classes;
7. Assisted in drawing up the Syllabus of Object Lessons for Primary Schools.

LALA JIYA RAM.

1. Compiled prose portion of the Training College and Normal School Courses (about 200 pages), District Geography of Ferozepore (about 60 pages);
2. Revised and corrected portion of the Eighth Urdú Reader, Geography of Kángra (about 60 pages), and Hindí Geography of the Punjab;
3. Translated 8 Circulars;
4. Reviewed 30 books;
5. Suggested improvements in the Urdú Courses for the 1st and 2nd Middle Classes;
6. Assisted in drawing up the Syllabus of Object Lessons for Primary Schools.

LALA TARA CHAND.

1. Compiled Geography of the Kohát District (about 60 pages);
2. Reviewed 3 books;
3. Translated one Circular.

LALA HEM RAJ.

1. Revised and corrected 83 pages of the Geographical Reader by Lakhmír Singh;
2. Reviewed one book.

Appendix I.

Report on the Veterinary College, Lahore.

APPENDIX I.

REPORT BY THE PRINCIPAL ON THE LAHORE VETERINARY COLLEGE FOR THE YEAR 1892-93.

New students.

The number of new students who entered the College this Summer Session was 49, *viz.*, 15 Military, 5 Sowárs from North-Western Provinces Police, 2 Wace Scholarship-holders, 8 District and Municipal Scholarship-holders, and 19 unpaid; for these 19 vacancies for unpaid men there were 217 candidates.

Imperial expenditure.
Appendix A.

There is an increase of Rs. 1,781 over last year on account of increase in salary of the Principal.

Provincial expenditure.

There is a decrease of Rs. 217, under the head "Provincial Revenues, on Contingencies and Establishment," over last year, on account of certain bills of 1892-93 not being drawn until the lapse of the financial year. The increase under the head "Provincial Revenues on Stores from England" of Rs. 3,129 is on account of the fact that no stores were obtained in 1891-92.

Income.

The income of the College from the Practice and Forge is Rs. 4,108-6-3, showing a decrease of Rs. 247-7-3 from last year, which I can account for the fall in silver and depreciation of the rupee.

Stipends.

The stipends paid to students are shown in Appendix B, and are 23, compared to 30 last year.

Scholarships.

The scholarships in the College are: 2 Imperial Government ones of Rs. 8 and Rs. 6 per mensem; 5 from the John Lawrence Memorial Fund of Rs. 10 per mensem each; and 1 from the Wace Memorial Fund.

Results of the Final Examination.

The results of the Final Examination are shown in Appendix C, compared with last year. The total number of men who presented themselves was 56, of these one was a man who had formerly been a student at the College, but who had failed in 1886. This man was employed as an unqualified Veterinary Assistant in the Hoshiárpur District, and has done excellent work there. As a special case, he was allowed to present himself at this examination, *vide* letter, No. 108 of 25th January, 1893, from the Director of Land Records and Agriculture, Punjab.

One student of the Second Year Class was unable to present himself for examination through illness. This is the last year that Second Class Certificates will be granted, *vide* Punjab Government letter, No. 223, dated 23rd March, 1893. I propose that in future only those who qualify only to the old Second Class be allowed to remain one year more, and those who do not qualify to this leave the College.

Examination of Junior or First Year Class.

The examination of the Junior or First Year students for admission to the Second Year Class commenced on 1st May, 1893; the whole of them passed this examination.

Board of Examiners.

The Board of Examiners consisted of Veterinary Lieutenant-Colonel J. H. B. Hallen, Inspector-General, Civil Veterinary Department; Veterinary Lieutenant F. B. Drage, A.V.D., Superintendent, Civil Veterinary Department, North Punjab; and Veterinary Lieutenant R. L. Crawford, A.V.D., Superintendent, Civil Veterinary Department, South Punjab.

Increase of Course of Study.

I most certainly consider that the period of study should be lengthened to three years. This has been recommended annually; but as no notice seems to have yet been taken of this suggestion, I will not say much more about it.

I much regret the delay that has taken place in submitting this report; but, as I am entirely alone at the College, the authorities having failed to find an officer of the Civil Veterinary Department to fill the post of Professor, which has been vacant since March 28th, when Veterinary Lieutenant L. J. Blenkinsop returned to Military duty in England, the whole of both the correspondence and educational work has fallen into arrears, and will continue to do so as long as the place is run in the present short-handed manner.

Appendix A.

STATEMENT SHOWING EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES, 1892-93.

From	1892-93.	1891-92.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Imperial Revenues	16,006	14,225	1,781	...
Provincial Revenues on Contingencies and Establishment	13,836	14,053	...	217
Provincial on Stores from England	3,129	...	3,129	...
TOTAL ..	32,971	28,278	4,693	...

Appendix B.

STATEMENT OF SCHOLARSHIPS AND STIPENDS, 1882-93.

		1892-93.	1891-92.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	District Funds	1,932	2,472	...	540
	Municipal Funds	240	230	10	...
	Other sources, Government of India ...	168	168	...	...
	" " Lord Lawrence Memorial Fund	600	600	...	...
	" " Wace Memorial Fund ...	180	165	15	...
	" " State and Foreign stipends ...	288	...	288	..
	TOTAL ...	3,408	3,635	...	227
NUMBER OF HOLDERS OF	Government Open Scholarships... ...	2	2	...	...
	Lord Lawrence Scholarships	5	5	...	...
	Wace Scholarships	1	1	...	...
	Foreign and State Scholarships	4	...	4	...
	Stipends from District and Municipal Funds.	23	30	...	7
	TOTAL ..	35	38	...	3

Appendix C.

STATEMENT SHOWING THE RESULTS OF FINAL EXAMINATION FOR 1892-93.

		1892-93.	1891-92.	Increase.	Decrease.
Veterinary Assistants ...	Candidates ...	56	43	13	...
	Passes ...	49	31	18	...
	TOTAL ...	105	74	31	...

Appendix D.

STATEMENT SHOWING NUMBER OF STUDENTS AS COMPARED WITH LAST YEAR AT THE CLOSE OF THE YEAR 1892-93.

	1892-93.	1891-92.	Increase.	Decrease.
First Year students	33	54	...	21
Second Year students, or Final Class... ...	56	43	13	...
TOTAL ...	89	97	...	8

Appendix J.

Report on the Mayo School of Art.

APPENDIX J.

REPORT BY THE PRINCIPAL ON THE MAYO SCHOOL OF INDUSTRIAL ART, LAHORE, FOR THE YEAR 1892-93.

Changes in the School Staff

In October last I was enjoined by a Medical Board to spend, if possible, some time at sea. I obtained six months' special leave, and, after the expiration of four months, returned to work on 17th February, 1893. Mr. Andrews, who had officiated in my place, then reverted to his substantive appointment as Vice-Principal.

Mr. G. F. Pinto, after sixteen years' service in the School as Instructor in Modelling and Moulding, died of fever during the autumn vacation. Mr. Pinto was a good Modeller and Moulder, and an industrious and deserving man. His death was a serious loss to the School. His place was temporarily filled by John David, a former pupil of this class, who has been engaged in teaching in the Elementary Technical School at Amritsar.

Bhái Rám Singh, Assistant Master, returned to the Punjab, after successfully carrying out certain works for Her Majesty the Queen-Empress, in December, 1892, and, after completing some special orders for Her Majesty, rejoined his appointment with the beginning of the new official year.

Number of students.

The number of enrolled students on the 31st March, 1893, was 119, and the average daily attendance 96, against a record of 134 and a daily average of 114 in the previous year. This decrease of 15 on the books and of 18 in the average attendance is partly due to the fact that some 25 students left the School during the year, *vide* list enclosed herewith.

The distribution with regard to subjects was as follows:—

I Division.—Fifty-four boys learn free-hand drawing from flat copies, definitions of plane geometry, modelling in clay, carpentry, (18 boys) reading, writing, and arithmetic;

II Division.—Twenty-three learn building drawing, ornamental drawing, model drawing, modelling, decorative drawing, decorative designs, perspective, plane geometry, modelling, carpentry (13 boys);

III Division.—Twenty-four learn building drawing, ornamental drawing, light and shade, perspective, solid geometry, modelling, carpentry (16 boys), elementary surveying and plotting (10 boys);

IV Division.—All the men in this class (five) have gained employment and left the School during the year. The subjects taught in this Division were applied designs for building decoration, wood-working, modelling, surveying, levelling, estimating, mensuration.

Engineering Class.

Eighteen boys learn building drawing, surveying, levelling, estimating, construction, and elementary free-hand drawing.

Expenditure.

The following statement will show the amount expended during the year:—

ESTABLISHMENT AND CONTINGENCIES.

	Rs.
From the Provincial Fund, including the leave allowance drawn by me at Bombay and Lahore Treasuries ...	18,738
From the Punjab University for the Engineering Class from the sources:—	

	Rs.	
Provincial Revenues	254	
District Fund	22	
Municipal Fund	29	
Fees	25	
Subscriptions	39	
Endowments and other sources	231	
		600
Total ...		19,338

Appendix J

Report on the Mayo School of Art

The following scholarships have been held during the year :—

	Rs.
From the Provincial Fund, 18 stipends ranging in value from Re. 1 to Rs. 9	980

From the District Fund, 6 stipends—

2	Amritsar	107
1	Jullundur	72
1	Sháhpur	84
1	Siálkot	117
1	Jhang	92
	Total ...	472

From the Municipal Fund, 13 stipends from Rs. 5 to Rs. 10 a month each—

11	Amritsar	1,080
1	Gujránwála	80
1	Tarn Táran	24
	Total ...	1,184

From Endowments and other sources—Gwalior State, 6	700
John Lawrence Scholarships	225
Total ...	925

The University of the Punjab has contributed towards the Engineering Class scholarships, 2 in number, from the sources below :—

	Rs.
Provincial Revenues	71
District Fund	6
Municipal Fund	8
Subscriptions	11
Endowments and other sources	65
Total ...	161

The total expenditure during the year from all sources has been Rs. 23,060, or Rs. 3,901 more than the previous year.

Success of students in obtaining employment.

A list is appended of students who have left the School, with the amount of the salary they are now receiving, so far as can be ascertained. The most notable items in this list are the first five names of men sent to introduce the teaching of drawing in Schools in the North-West Provinces and Oudh, at Allahábád, Faizábád, Lucknow, Bareilly, and Meerut.

Attainments of students on joining and their progress.

The class from which our most successful students are drawn is not greatly addicted to book learning, and, as was reported last year, we still find it necessary to impart some elementary instruction in order that they may be able to follow the courses of teaching in mensuration, geometry, &c., that are so useful. The general progress of the School has been satisfactory.

Outside Schools.

The Vice-Principal inspected the Industrial Schools of Amritsar and Delhi, and his reports were submitted to the Director in due course.

Punjab University Engineering Examination.

The Engineering Class grows in popularity. Three students went up for the First Examination in Civil Engineering and two passed successfully.

Work done outside the ordinary School Course.

Mr. J. C. Nesfield, Director of Public Instruction, North-West Provinces and Oudh, paid a visit of some days duration to Lahore in order to learn the best way of introducing the teaching of drawing in the Schools of the North-West Provinces. A scheme was drawn up for this purpose with a carefully graduated system of studies and a series of standards for examinations by the Vice-Principal and myself in consultation with Mr. Nesfield, and, as mentioned above, five young men were sent from the School to act as Elementary Teachers in the North-West Provinces. I fully expect, from all I hear, that satisfactory reports will be received as to the work of these young men.

An important piece of coloured wall decoration was undertaken and successfully executed by M. Sher Muhammad and a number of the advanced students under the direction of the Vice-Principal at the end of the cen-

Appendix J.

Report on the Mayo School of Art.

tral gallery of the new Museum. Modelled and moulded enrichments for the decoration of the same building were also prepared, but this work was interrupted for a time by the death of Mr. Pinto.

M. Sher Mahammad was mainly responsible for elaborate designs for the mosaic marble flooring, while Gurdit Singh worked out ornamental details for doors, railings, &c., in the same building.

For No. 4 of the Series of Punjab Drawing Books a series of lessons in solid geometry was prepared, but have not yet been put upon the stone. Under the orders of the Director of Land Records and Agriculture, four important examples of wood-carving were prepared and sent to the Imperial Institute, London. These were designed and executed by Gurdit Singh, Natha Singh, Pála Singh, and Zia-ud-dín.

Mention of School Staff.

I have for the last time to thank the staff of the School for the most cordial co-operation in the work of the year.

No.	Names.	The period under instruction				R.	A.	P.
		Y.	M.	D.				
1	Firoz Dín (Tailor) ...	8	2	28	Employed as Drawing Master at Bareilly in North-West Provinces.	40	0	0
2	Mían Muhammad (Blacksmith).	7	8	13	Employed as Drawing Master at Allahábád, North-West Provinces.	40	0	0
3	Ahmad Dín (Bricklayer)	6	6	29	Employed as Drawing Master at Faizábád, in North West Provinces.	40	0	0
4	Láljí Mal (Priest) ...	3	5	24	Employed as Drawing Master at Lucknow, in North-West Provinces.	40	0	0
5	Faiz Muhammad (Silversmith).	7	6	28	Employed as Drawing Master at Meerut, in North-West Provinces.	40	0	0
6	Amírullah (Koftgar) ...	7	7	28	Employed as Draftsman at Tawí, Jammú.	30	0	0
7	Atma Singh (Builder) ...	3	11	29	Employed as Mistrí in building native houses at Miání.	20	0	0
8	Rám Singh (Carpenter)	3	9	2	Transferred to Technical School for general education.	...		
9	Lál Singh (ditto)	1	11	20	Employed as Draftsman in Srínagar	35	0	0
10	Thákar Singh (Watchmaker).	2	3	21	Died of cholera.	...		
11	Khuda Bakhsh (Estimator).	1	11	0	Assists his father in his profession.	...		
12	Khuda Bakhsh (Wood-painter).	9	1	30	Employed as Mistrí at Chiniot ...	20	0	0
13	'Abdullah (Mistrí) ...	1	7	15	Employed as Mistrí in Bilochistán	...		
14	Natha Singh (Carpenter)	1	9	26	Employed as Draftsman at Dera Ismaíl Khán.	30	0	0
15	Ladha Singh (ditto)	0	11	14	Employed as Draftsman at Gujránwála.	15	0	0
16	'Abdul Wáhid (Maulaví)	1	5	2	Expelled for inability to exculpate himself from a charge of pilfering.	...		
17	Barkat Rám (Shopkeeper)	0	8	1	Present employment unknown.			
18	Jalál Dín (Timber Merchant).	0	7	2				
19	Mr. Wilson (Volunteer)	0	7	0				
20	Dás Rám (Priest) ...	3	6	3				
21	Muhammad Haníf (Physician).	1	7	17				
22	Firoz Dín, I (Gardener),	1	7	0	Employed as Draftsman in the Executive Engineer's Office, Lahore Division.	30	0	0
23	Kánshí Rám (Shopkeeper)	2	0	0	Employed as Sub-Overseer, Irrigation Branch, P. W. D.	40	0	0
24	Dasonda Singh (Mistrí)	0	4	0	Employed as Surveyor, Irrigation Branch, P. W. D.	40	0	0
25	Hardit Singh (Singer and Musician).	1	10	0	Ditto.	40	0	0

APPENDIX K.

REPORT ON THE OPERATIONS OF THE PUNJAB TEXT-BOOK COMMITTEE, FOR THE OFFICIAL YEAR 1892-93.

Membership and Meetings.

Early in the year the Committee suffered a loss by the death of Dr. C. R. Stülpnagel. Nawáb Násir 'Alí Khan vacated his Membership under the rules, by leaving the Province for a period exceeding six months. Both these gentlemen were University nominees, and their places were filled in November last by the appointment of Mr. T. C. Lewis, Inspector of Schools, Lahore Circle, and Rev. Dr. J. H. Orbison, Professor in the Lahore Mission College.

Mr. W. Bell resigned the Secretaryship on the 26th of November, 1892. Lála K. B Thápur, the Assistant Secretary, officiated as Secretary from the date of Mr. Bell's resignation until the 31st January, 1893. Mr. Oman was elected Secretary at the General Meeting held on the 14th January, 1893, and took up the duties of the office on the 1st February, 1893.

During 1892-93 the General Committee met four times, the Sub-Committees twenty times, and Special Committees four times.

General review of work.

The English Sub-Committee was chiefly engaged in the revision of the First and Second Readers of the Punjab Series for Middle Schools. Three Readers are required for the Middle School Classes; but the Third Reader having been previously prepared and adopted by the Committee, it only remained to deal with the First and Second Volumes of the Series. Of these, the Second Reader, prepared by Mr. Cope, was published and brought into use during the year. The preparation of the First Reader has also been entrusted to Mr. Cope. The draft submitted by that gentleman in July last year was returned to him for the purpose of carrying out certain modifications desired by the Committee, and the revised lessons submitted by him in MS. were laid before the Committee, but have not been finally disposed of.

In accordance with certain proposals of the Educational Conference of 1892, in regard to the teaching of English in the Schools of the Punjab, the Committee undertook the preparation of a Manual on the study of English, and also of a Series of Graduated English Readers for the Fourth and Fifth Classes of Primary Schools; the latter to be drawn up on the most approved European methods. Special Committees were appointed to give effect to this decision, and will, no doubt, be able to report progress at an early date.

The subject of prescribing English Courses for Anglo-Vernacular Teachers' Certificate Examinations was also taken up at the suggestion of the Educational Conference and disposed of. The English Sub-Committee also decided that, in the preparation and revision of text-books, special attention should be given to the improvement of the pronunciation of English by native students, as stress was laid upon the point by the Educational Conference.

Under the direction of the Technical Sub-Committee an edition of the first three books of Euclid, in Urdú, was prepared by Professor S. B. Mukarjí, M.A., B.L., and a revised text-book of Algebra by Mr. G. N. Chattarjí, B.A., (Cantab.) Two Agricultural Readers, in Urdú, for the Third and Fourth Classes of Zamíndárí Schools were also completed by Lála Ruchí Rám Sahní, M.A., and a third Agricultural Reader for the Fifth Class was also put in hand.

At the request of the Director of Public Instruction, the Committee undertook the preparation of a Syllabus of Object Lessons for Primary Schools, and entrusted the work to the Principal of the Central Training College, who was also requested to draw up a brief companion to the Syllabus in the form of Notes of Lessons for the guidance of Teachers.

The very important question of providing the means of illustrating books, &c., printed in the Province, came before the Committee. It arose out of a reference by the Honorary Secretary, Punjab Science Institute, to the Director of Public Instruction, who, in forwarding certain correspondence, requested the Committee to submit practical recommendations on the subject. The Committee, recognising the great importance of the

Appendix K. — Punjab Text-Book Committee.

matter, went fully into the case, and duly submitted the required suggestions in regard to the introduction into the Province of the means of producing book illustrations and advocated early action in the matter.

In accordance with the proposals of the Educational Conference of 1891 and 1892, the History and Geography Sub-Committee undertook the preparation of a text-book of Geography for Anglo-Vernacular Middle Schools, and entrusted its compilation to the Head Master of the Central Model School, with instructions as to the plan which should be followed in the preparation of the book. The Manuals of Geography, in Urdú, required for the Second, Third, Fourth, and Fifth Classes of the Primary School were all under preparation during the year, but were none of them completed. The District Geographies of Hazára, Pesháwar, Kángra, Rohtak, and Dera Ghází Khán, as revised by their respective District staffs, were approved and printed.

In the Department of the Urdú Language and Literature, the Urdú Readers for the Primary Schools were completed, and the First and Second Urdú Middle Courses revised, as also those for the Normal Schools and the Central Training College. The copy-right of an Urdú Grammar by Lála Híra Lál was purchased, and, after the book was thoroughly revised, it was ordered to be printed off.

As regards the work of the Gurmukhí Sub-Committee, it has to be stated that the Fourth, Fifth, and Sixth Urdú Readers were translated into Panjábí, and over 200 pages of the Panjábí Dictionary were corrected.

The translation into Panjábí of the Seventh and Eighth Urdú Readers was also undertaken.

The Hindí and Sanskrit Sub-Committee had the Departmetal Hindí Dictionary revised, and the Fourth, Fifth, and Sixth Urdú Readers translated into Hindí. Translations of the Seventh and Eighth Urdú Readers were also put in hand.

The Arabic and Persian Sub-Committee took in hand the preparation of a series of Graduated Persian Grammars on modern lines. Two of this series—the Primary and Middle School Grammars—are ready; the first was published and prescribed early in April, 1892, and the second was ready for the Press. A third Grammar for High Schools is under preparation.

In order to give effect to certain recommendations of the General Educational Conference of 1892, the Library Sub-Committee prepared a short list of the most desirable books for youthful readers, which the Managers of the Schools might be invited to at once provide for their schools. If the School Managers will purchase the books thus recommended to their notice by the Committee, as well as those to be recommended year by year in future, a Library of healthy entertaining literature, suitable for boys, will be gradually formed in each school.

In addition to the work referred to above, the Sub-Committees considered 154 books, of which 80 were utilized for different purposes, and 74 were, for various reasons, declared unsuitable for the purposes of the Committee.

The annual grant of Rs. 3,000 given by Government for the purchase of books to be given away to schools in the Province was fully utilized.

Reference Library and Museum.

The Library is in excellent condition, and continued to be freely used by Educational Officers and Members of the Committee. A preliminary Catalogue was printed in November, 1892, and supplied to Members of the Committee.

Five hundred and thirty-seven volumes were added to the Library in 1892-93. No additions were made to the Museum during the past year.

Receipts and Expenditure.

The year opened with a balance of Rs. 5,851 9 7 to the credit of the Committee.

The receipts amounted to	Rs.	8,639	8	0
Total	,,	14,491	1	7
And the disbursements to	,,	12,656	13	11
Leaving a balance of	,,	1,834	3	8

on the 31st March, 1893.

Appendix K.

Punjab Text-Book Committee.

List of Books considered and approved.

No.	Name of Book and Author.	REMARKS.
	English Language, Literature, and Grammar.	
1	*Convocational Addresses, Bombay and Madras;* collected by K. Subba Rao, Madras.	Patronised by the purchase of copies for distribution among School Libraries.
2	Thacker's *Indian Letter Writer* ...	Ditto.
3	*Short Studies of Shakespeare's Plots*, by Ransome.	A useful book for Colleges. Placed in the Reference Library of the Committee.
4	*The Indian Middle School Grammar*, by J. C. Nesfield.	Made alternative with the Manual of Grammar (C.V.E.S.) in Middle Schools.
5	*Journal of Education, Madras*, edited by J. Adam, M. A.	Two copies subscribed for circulation among members.
6	*Shakespeare's King Henry V*, by C. M. Barrow.	Placed in the Reference Library of the Committee.
7	*Chambers' Spelling Teacher* ...	Patronised by the purchase of copies for distribution among School Libraries.
8	*An Atlas of English Grammar*, by E. S. Valentine.	Ditto.
9	*Simple Essays*, by M. Macmillan ...	Ditto.
10	*Revised Second Reader for Middle Schools*, by Mr. Cope.	
11	*Homer's Illiad, English Prose Translation*, by Lang, Leaf and Myers.	Patronised by the purchase of copies for European High Schools.
12	*Homer's Odyssy*, translated by Butcher and Lang.	
	Mathematics, Science, and Technical Education.	
13	*Text-Book of Domestic Economy & Sanitary Science*, by Dr. Roberts.	Prescribed for use in the High Department of European Schools for Girls.
14	*Domestic Economy*, by Dr. Mann ...	Prescribed for use in the Middle Department of European Schools for Girls.
15	*Arithmetic for Schools*, Lock and Lewis (Indian edition).	Prescribed for use in the Middle Department of Anglo-Vernacular Schools: placed in the list of books for School Libraries maintained under Articles 441 and 442 of the Punjab Education Code, (4th edition), and also patronised by the purchase of copies for distribution among Schools.
16	*Arithmetic*, by P. Ghosh ...	Made alternative text-books with No. 15 in the Middle Department of Anlgo-Vercular Schools.
17	*Arithmetic*, by A. Chakravarti ...	
18	*Mechanical Powers*, by Lála Ruchí Rám, M. A.	Prescribed for use in High Schools.
19	Euclid Book I, in Urdú revised by Professor S. B. Mukarjí.	Approved and prescribed for use.
20	Euclid Book II, ditto ...	
21	Euclid Book III, ditto ...	
22	*Text-Book of Steam*, (Longmans, Green and Co.)	Copies to be supplied to the Central Training College and the Railway Technical School.

Appendix K

Punjab Text-Book Committee.

No.	Name of Book and Author.	REMARKS.
23 to 26	*Elementary Science Lessons I—IV*, (Longmans, Green and Co.)	Patronized by the purchase of copies for distribution among School Libraries.
27 to 30	*Science Readers I—IV*, G. Blackie and Sons.	Supplied to the Central Training College.
31	*Hindí Arithmetic*, by Pandit Lakshamí Shankra Missra.	Patronised by the purchase of copies for distribution among School Libraries.
32	*Muallam-ul-Masáhat*, by M. Shaháb-ud-dín.	Ditto.
33	*Revised Text-Book of Algebra, in Urdú*, by Bábu G. N. Chattarjí.	Adopted provisionally.
34	*Urdú Translation of Tyndal's Lecture on Magnetism, by* P. Telú Rám.	Patronised by the purchase of copies for distribution among School Libraries.
35	*Maiyar-ul-Ta'lím*, by Pandit Iqbál Kishan.	A useful book, but not complete. The Committee cannot prescribe it permanently, because their own text-book on the subject is being prepared, and temporarily because it is not complete, and needs revision both in matter and style; but there is no objection against its being read in Normal Schools, and Head Masters of these Schools might encourage their students to read it as a supplement to the Text-book at present prescribed.
36	*Mensuration and Surveying for Beginners*, as adapted for Indian Schools, by Todhunter.	Prescribed for use in the Middle Department of Anglo-Vernacular Schools.
37	*Algebraic Factors: classified and applied*, by Jarman.	These books were considered suitable for High School and College Libraries, and the copies before the Sub-Committee were ordered to be placed in the Reference Library of the Committee.
38	*Lessons on Heat and Light*, by D. E. Jones.	
39	*Decimal Approximations*, by Hunter.	
40	*Algebra for Beginners*, by Hall and Knight.	Prescribed as alternatives with *Todhunter's Algebra* for Indian students in High Schools.
41	*Algebra Made Easy*, by Babu K. P. Basú.	
42	*First Agricultural Reader*, by Lála Ruchí Rám.	Adopted and prescribed for use in the Third and Fourth classes of Zamíndári Schools.
43	*Second Agricultural Reader*, by ditto.	
44	*Sulva Sutras*, edited by Dr. Thibaut	Recommended for patronage by purchase of copies.
45	*Education*: Herbert Spencer.	Patronised by purchase of copies for distribution among Schools.
46	*Chemical History of a Candle*, by Faraday.	

Urdu Language and Literature.

No.	Name of Book and Author.	REMARKS.
47	Ta'lím-ul-Khisal, by Maulaví Zakáullah, Khán Bahádur.	Patronised by the purchase of copies for distribution among Schools.
48	Ta'lím-ul-Akhláq, ditto ...	
49	Ta'lím-ul-Intizám, ditto ...	
50	*Seventh Urdú Reader*, by Lála Jíya Rám.	Approved.
51	*Maraqqo Kamal*, by Munshí Dowárka Parshád Ufq.	Approved and copyright purchased.
52	*Motí Qav'áid* in two Parts, by L Hira Lál.	Adopted after necessary revision.
53	Aína-i-Tehzíb-ul-Akhláq, by Káshí Náth.	Patronised by the purchase of copies for distribution among Schools.
54 to 56	Urdú Courses of Physical Training for Primary, Middle, and High Schools, and Training Institutions.	Approved and prescribed.

No.	Name of Book and Author.	REMARKS.
57	The *Eighth Urdú Reader*, by Lála Sundar Dás, Súrí.	Approved and prescribed.
58 to 61	Urdú Copy Books I—IV ...	Ditto.
62	*Mazámín Bacon*, by Lála Sáin Dás.	Patronised by the purchase of copies for distribution among Schools.
	History and Geography.	
63 to 66	District Geographies of *Hazára, Peshávar, Kángra*, and *Kohát*.	Approved and prescribed.
67	Hindí Atlas (William Collins, Sons and Co., Limited).	Patronised by the purchase of copies for distribution among Schools.
68	*Intermediate Geography*, by Dr. Mackay.	Prescribed for use as alternative text-books in the Middle Department of Anglo-Vernacular Schools, pending the preparation of the Departmental text-book of Geography for Middle Schools.
69	*Manual of Geography*, C. V. E. S....	
70	*District Geography of Dera Ghází Khán.*	Approved and prescribed.
71	Lord Lawrence: by Sir Charles Aitchison, [*Rulers of India Series.*]	Patronised by the purchase of copies.
	Hindi and Sanskrit.	
72	*Mukhtisar Táríkh-i-Hind*: Hindí Translation of—by Pandit Gopál Dás.	Approved.
73	Hindí Translation of Ramayana.	Patronised by the purchase of copies for distribution among Schools.
74	*Kalhanas' Rajatarangíni*, by Dr. M A. Stein.	
75	*Dharm Siksha*, published by Allahabad Literary Institute.	To be brought to the notice of Managers of Hindí Schools.
	Gurmukhi.	
76	*Panjábí Grammar*, by the American Mission Press, Ludhiána, (new and revised edition).	Patronised by the purchase of copies.
	Arabic and Persian.	
77	*Persian-Urdú Dictionary*, by Lála Mahtáb Rái.	It was agreed to purchase 200 copies of this book when published at a price which the Committee may think reasonable. The pages at the end should be completed on the lines of the earlier portion of the book.
78 to 79	*Translations into Persian*, Part I, English, and *Translations into Persian*, Part II, by Major A. C. Talbot.	While the book was likely to be extremely useful to advanced English students o Persian, it was not suitable for inclusion in any of the recognised courses of study in this Province. But Government might purchase a number of copies for distribution to High Schools and Colleges.
80	*Miftah-ul-Saraf*, by Maulaví Muhammad Dín and M. 'Umr-ud-dín.	Approved and prescribed.

Appendix K.

Punjab Text-Book Committee.

Text-Books and other works completed or in course of preparation under the direction of the Committee.

No.	Name of Book or Author, scheme or proposal.	REMARKS.
1	*Revision of the English Readers, Punjab Series.*	Is being carried out.
2	*Revision of the Urdú Reading Books*	Completed.
3	*Seventh Urdú Reader* ...	Published and prescribed.
4	*Eighth Urdú Reader* ...	Ditto.
5	*Text-Book of Mechanical Powers* ...	Approved and pescribed.
6	Development of Vernacular Literature.	Lists of books suitable for translation are under preparation.
7	*Urdú Copy Slips* ...	Approved and prescribed.
8	*Shabdarath Bhanu* (A Sanskrit Hindí Dictionary).	Under revision.
9	*Mensuration Manual for Middle Schools in Urdú*, by Mr. Francis.	Under consideration.
10	Revision of the Departmental Text-Books of Euclid.	Completed.
11	Revision of the Departmental Text-Book of Algebra.	Ditto.
12	Science Apparatus prepared in the Punjab.	Sent to the Lahore Museum.
13	*Elementary Text-Book on Domestic Economy.*	Under preparation.
14	*Revised Urdú Middle Course for the 1st Class.*	Under consideration.
15	*Revised Urdú Middle Course for the 2nd Class.*	Under consideration.
16	Revision of the *Urdú Course for Normal Schools.*	Ready for Press.
17	Proposals to illustrate the teaching of Geography in Elementary Schools of the Province, by means of Charts, &c., of Geographical Terms.	Charts under preparation.
18	Translation into Hindí of the Fourth and Fifth Urdú Readers.	Ready for Press.
19	*The Panjábi Dictionary* ...	Under preparation.
20	*A Manual for Normál Schools*, by Mr. F. Haden Cope.	Ditto.
21	Scheme to improve the quality of the maps used in the Schools of the Province.	The maps submitted were not approved, and the Contractor was ordered to send fresh specimens.
22	*Mahájuni Arithmetic*, by Lála Piyáre Lál.	Published and prescribed.
23	*Geographical Reader for the 4th Class*, by Bháí Lakhmír Singh.	Is being prepared for the Press in the Central Training College.
24	*Geographical Reader for the 5th Class.*	Under preparation by Lála Daya Rám.
25	*First Agricultural Reader for Zamindári Schools.*	Ready for Press.
26	*Second Agricultural Reader for Zamindári Schools.*	Ditto.
27	*Third Agricultural Reader for Zamindári Schools.*	Under preparation.
28	Geographical Reader in English for the Middle Department of A. V. Schools.	Ditto.
29	*Revised Second English Reader for Middle Schools*, by Mr. Cope.	Published and prescribed.
30	*Revised First English Reader for Middle Schools.*	Under preparation.
31	Syllabus of Object Lessons for the 2nd, 3rd, 4th, and 5th Classes of Primary Schools.	Under preparation in the Central Training College.
32	*Illustrations for Text-Books* ...	Suggestions made on the subject by this Committee are under report in the Mayo School of Industrial Art, Lahore.
33	Revision of Motí Qaw'áid ...	Ready for Press.

No.	Name of Book or Author, scheme or proposal.	REMARKS.
34	Revision of Ṣarf Nahv-i-Fársí, by Maulaví Muhammad Dín and M. 'Umar Dín.	Ready for Press.
35	*Revision of Jami-ul-Qaw'áid*, by Maulaví Muhammad Dín and M. 'Umar Dín.	Under preparation.
36	District Geography of Kohát ...	Published and prescribed.
37	District Geography of Dera Ghází Khán.	Ditto.
38	*A Manual on the Study of English*...	The preparation of the syllabus of this book has been entrusted to the Principals, Lahore Government College, and the Mission Colleges at Lahore and Delhi, and the Central Training College, Lahore.
39	Readers for the 4th and 5th Classes of Primary Schools on the best European methods, as suggested by the Education Conference of 1892.	The preparation of a syllabus of these has been entrusted to a Sub-Committee under the general guidance of the President of the Committee.
40	A Descriptive Account of the British Empire, fully illustrated.	The details regarding preparation of this work are under consideration.
41	A Manual of Précis Writing and Office Correspondence.	Under preparation by Mr. Leigh, of the Punjab Civil Secretariat.
42	Geographical Reader for the 2nd Class of Lower Primary Schools.	Under consideration.

List of Books prescribed for School Libraries.

No.	Name of Book or Author.	REMARKS.
1	*Arithmetic for Schools* (Indian edition), by Lock and Lewis.	To be substituted for the English edition of the book in the Libraries of all Anglo-Vernacular High and Middle Schools.
2	*Lessons on Heat and Light*, by Dr. Jones.	These books were considered suitable for High Schools and College Libraries.
3	*Decimal Approximations*, by H. St. John Hunter.	
4	Algebraic Factors: classified and applied, by J. A. Jarman.	

Additions to the Library of Reference and Museum.

I.—DONATIONS.

The Committee has to acknowledge receipt with thanks of gifts of books sent either direct to the Secretary or through the Director of Public Instruction from Messrs. Macmillan and Co.; Longmans, Green and Co.; Blackie and Sons; Nelson and Co.; Ruddiman Johnston; Thacker, Spink and Co.; W. and R. Chambers; George Bell and Sons; and Crossby Lockwood and Sons. Some of these Publishers had favoured the Committee with spare copies of their Catalogues, and these were distributed by the Committee to the chief Schools and Arts Colleges in the Province. It is to the interest of Publishers to bring their publications to the notice of the Committee even though they may not be prescribed as text-books.

II.—GENERAL ADDITIONS TO THE LIBRARY.

1. 50 Volumes on Scientific Subjects.
2. 35 Volumes of English Readers.
3. 25 Hindí and Sanskrit books.
4. 40 Books on History and Geography.
5. 40 Books in Urdú and Persian Languages and Literature.
6. 6 Books on Moral Education.
7. 30 Books of Reference.
8. 200 Works on English Language, Grammar, and Literature.
9. Over 30 volumes of Latin and Greek books.
10. Over 45 volumes of French, German, and Italian books.
11. Over 10 volumes of Works on Philosophy.
12. 6 Books on Commercial Education.
13. 15 Books on Mathematics.
14. 5 Gurmukhí books.

Appendix L.

Registration and Text-Book Department.

APPENDIX L.

REPORT BY THE REGISTRAR, EDUCATION DEPARTMENT, PUNJAB, FOR THE YEAR 1892-93.

At the commencement of the year under report the balance due by Munshí Gulâb Singh & Sons on account of Secretariat books held by the firm on commission sale amounted to Rs. 1,514-4-0. Books of the net value of Rs. 304-12-3 were supplied during the year, and Re. 0-3-7 was added on account of net excess of price of 4 copies of the Fauna of British India, Part I, erroneously sold at Rs. 7-9-0 instead of Rs. 7-8-0 per copy, raising the total to Rs. 1,819-3-10. A sum of Rs. 373-11-7 was paid into the Treasury on account of sales effected before 31st March, 1892, as stated in para. 1 of my last report, leaving a balance of Rs. 1,445-8-3 as value of the books in the hands of the Contractors (*vide* Statement No. I). As before, the Contractors furnished an account of sales effected up to 30th April, 1893, after the close of the year. This will be included in the report for the current year. The Contractors have been asked to submit their accounts regularly and with due punctuality.

2. A sum of Re. 1-14-0, being sale proceeds of a stationery box and waste paper, was also credited to Government.

3. The account of the Government share of copyright in text-books, published by the Contractors, shows an opening balance of Rs. 3,262-6-11, and the sum due on books published during the year amounted to Rs. 10,163-1-11, making a total of Rs. 13,425-8-10. Of this, payments, aggregating Rs. 8,639-8-0, were made by Munshí Gulâb Singh & Sons, leaving an outstanding balance of Rs. 4,786-0-10 against the firm for copies of editions brought out but not submitted to be stamped during the year (*vide* Statement No. II).

The income from this source shows a steady rise.

4. Sixty text-books, or editions, were published during the year, with an average of nearly 7,800 copies to each edition. The printing and the paper were of the prescribed standard.

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MUNSHI GULAB SINGH AND SONS FROM 1st APRIL, 1892, TO 31st MARCH, 1893.

(I).—*Account of Secretariat Books held on Commission Sale.*

Credit.	Total. Rs.	a.	p.	Debit				Total. Rs.	a.	p.
Payments made during the year	373	11	7	Balance on 31st March, 1892				1,514	4	0
Balance due	1,445	8	3	Books supplied during the year, *i.e.*, 43 copies of Fauna of British India, Part II, at Rs. 7-14-0	338	10	0			
				Less discount at 10 per cent.	33	13	9	304	12	3
				Excess of price 4 of copies of Fauna of British India, Part I, erroneously sold at Rs. 7-9-0 instead of Rs. 7-8-0 per copy = 4 annas less commission at 10 per cent.				0	3	7
TOTAL	1,819	3	10	TOTAL				1,819	3	10

(II).—*Account of Government Share of Copyright in the Departmental Text-Books published by the Contractors.*

	Rs.	a.	p.		Rs.	a.	p.
Payments made during the year	8,639	8	0	Balance on 31st March, 1892	3,262	6	11
Balance due	4,786	0	10	Government share of copyright in books published by the Contractors during the year	10,163	1	11
TOTAL	13,425	8	10	TOTAL	13,425	8	10

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1892-93.

(For Details, see General Table III.)

Total Area in Square Miles.	Area and Population. Number of Towns* and Villages.	Area and Population. Population.†		Public Institutions. University Education. Arts Colleges.	University Education. Professional Colleges.	School Education, General. Secondary Schools.	School Education, General. Primary Schools.	School Education, Special. Training Schools.	School Education, Special. All other Special Schools.	Total of Public Institutions.	Private Institutions. Advanced.	Private Institutions. Elementary.	Grand Total.	Percentage of	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
110,667	Towns 178	Males 11,255,986	Institutions. For Males,	8	1	271	1,762	6	8	2,056	660	5,151	7,867	Institutions to number of towns and villages.	22·57
	Villages 34,664	Females 9,610,861	For Females,	...	...	27	325	...	...	352	...	1,025	1,377		3·95
	Total 34,842	Total 20,866,847	Total ...	8	1	298	2,087	6	8	2,408	660	6,176	9,244		26·52
			Scholars. Males ...	661	158	48,812	83,381	321	1,050	134,383	7,677	84,210	226,270	Male scholars to male population of school-going age.‡	13·40
			Females ...	...	...	1,898	10,414	...	...	12,312	...	12,517	24,829	Female scholars to female population of school-going age.‡	1·72
			Total ...	661	158	50,710	93,795	321	1,050	146,695	7,677	96,727	251,099		8·02

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, should be entered as a town.

† The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the Schools of the States in question come under the supervision and control of the Education Department; and the foot-notes should specify what addition or deduction is made in this respect.

‡ The population of school-going age is taken at 15 per cent. of the whole population.

EDUCATION—GENERAL TABLE II.

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1892-93.

(For Details, see General Table IV).

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	University Education.		*School Education, General.*		*School Education, Special.*											
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* ... For Males	1,29,397	72,252	8,14,681	4,00,120	58,826	85,030	15,60,306	63,480	42,531	1,65,150	1,43,709	3,48,674	57,039	2,21,146	10,41,729	28,07,953
For Females	...	...	1,25,340	80,578	...	...	2,05,918									
Total ...	1,29,397	72,252	9,40,021	4,80,698	58,826	85,030	17,66,224	63,480	42,531	1,65,150	1,43,709	3,48,674	57,039	2,21,146	10,41,729	28,07,953
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	6·12	6·87	15·21	2·43	6·26	6·14	43·03	1·27	4·53	15·86	6·82	23·26	1·79	3·44	56·97	100
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·13	·34	15·43	49·36	...	·02	65·28	·25	...	2·36	7·79	11·99	3·03	9·30	34·72	100
ercentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public truction	1·65	·77	55·73	17·90	·01	1·70	77·76	...	...	·48	4·83	7·97	1·93	7·03	22·24	100
ges on Total Expenditure on ns 2—17 to Total Expenditure blic Instruction	4·61	2·57	33·48	17·12	2·09	3·03	62·90	2·26	1·51	5·88	5·12	12·42	2·03	7·87	37·09	100

...NNUAL COST OF EDUCATING ...PIL IN—		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
...t ...ns.	Cost to Provincial Revenues ...	217 10 0	400 14 8	11 7 5	12 9 3	178 2 1	70 5 11	68 14 4
	Cost to Local & Municipal Funds	...	28 13 4	0 11 6	...	0 2 1	0 2 1	1 11 9
	Total Cost ...	299 7 9	448 12 4	36 11 4	15 10 5	178 4 2	91 14 1	92 7 11
...il Fund ...chools.	Cost to Provincial Revenues ...	...	...	0 1 9	0 0 4	...	...	0 0 7
	Cost to Local Funds	...	...	5 0 4	4 1 10	...	...	4 14 5
	Total Cost ...	...	...	7 8 6	4 8 6	...	...	5 11 4
Municipal Schools.	Cost to Provincial Revenues ...	...	...	0 1 7	0 2 10	...	...	0 2 0
	Cost to Municipal Funds ...	117 9 6	...	7 2 9	4 14 11	...	27 10 9	6 10 4
	Total Cost ...	173 10 8	...	15 7 6	6 8 2	...	27 14 11	12 11 11
...ided Insti-tutions.	Cost to Provincial Revenues ...	65 3 9	...	10 2 0	2 1 6	...	42 3 11	8 3 2
	Cost to Local & Municipal Funds	9 4 3	...	1 6 1	0 9 1	...	1 15 9	1 3 5
	Total Cost ...	209 9 7	...	33 0 5	9 1 8	...	104 3 11	27 6 5
...naided Institutions ...	Total Cost ...	51 14 2	...	9 11 3	7 1 10	...	9 5 5	10 1 3
...ll Institu-tions.	Cost to Provincial Revenues ...	93 3 1	400 14 8	2 11 8	0 3 11	178 2 1	52 1 5	2 12 2
	Cost to Local & Municipal Funds	10 1 10	28 13 4	5 5 6	3 14 9	0 2 1	5 3 2	4 7 9
	Total Cost ...	209 11 6	448 12 4	17 15 3	5 3 3	178 4 2	76 13 (	12 0 4

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES.																
English ...	1	171	165	148	1	30	27	22	3	264	258	236	2	124	114	88
Oriental	..	...	...	...	.	..	...	...	1	72	73	58		..		...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.																
Medicine	1	158	161	151	...	...	...	...	...	...	...	...		..	...	...
Total ...	2	329	326	299	1	30	27	22	4	336	331	294	2	124	114	88
School Education, General. — SECONDARY SCHOOLS.																
For Boys. High Schools	4	1,306	1,379	1,167	21	6,610	7,031	5,711	23	6,299	6,543	5,846	8	2,354	2,522	1,927
For Boys. Middle Schools: English ..		.	...	...	52	9,582	9,974	7,800	27	3,750	3,921	3,191	12	1,470	1,490	1,123
For Boys. Middle Schools: Vernacular			...	...	123	17,352	17,558	14,098	...	...	...	.	1	89	112	103
For Girls. High Schools	2	303	296	284	...	..	...	...	4	249	244	224			...	.
For Girls. Middle Schools: English ...	...	..	...			...	...	..	17	869	791	686	..	...	...	.
For Girls. Middle Schools: Vernacular	...	. ...	...	..	2	135	138	116	2	342	355	250	.	..	...	.
Total ..	6	1,609	1,675	1,451	198	33,679	34,701	27,731	73	11,509	11,854	10,197	21	3,913	4,124	3,166
PRIMARY SCHOOLS—For Boys ...	4	322	337	272	1,677	78,600	77,611	61,159	61	3,528	3,376	2,718	20	931	863	661
PRIMARY SCHOOLS—For Girls ...	..	...	...	.	194	6,308	6,058	4,506	126	3,918	3,877	2,829	5	188	214	162
Total ...	4	322	337	272	1,871	84,908	83,669	65,665	187	7,446	7,253	5,547	25	1,119	1,077	823
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION.																
Training Schools for Masters.	6	321	330	314	...	...	..	...		...	..	..		.	...	...
Schools of Art ...	1	119	125	96		.	...	...		...	...	...	...	...	...	...
Law Schools ..	..	...	...		.	.	...	...	1	84	74	55		..	..	...
Medical Schools .	1	239	250	241		..	...	...	..	...	..	...	...	.		
Industrial Schools	1	285	301	245	2	168	199	144	.	...	..	...	1	66	59	53
Other Schools ...	1	89	99	85	.		...	...		.	...	...		..		...
Total ..	10	1,053	1,105	981	2	168	199	144	1	84	74	58	1	66	59	53
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	22	3,313	3,443	3,003	2,072	118,785	118,596	93,562	265	19,375	19,512	16,096	49	5,222	5,374	4,127

PRIVATE INSTITUTIONS

1. *Advanced Teaching*—
   (a). Arabic or Persian ... ...

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1892-93.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
		English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
7	589	589	402	...	4	10	468	105	2	...	...	
1	72	51	72	21	...	...	32	40	...	...	...	
1	158	158	...	...	6	9	118	25	...	10	...	(a) Classification— *I Division.*—Fifty-four boys learn free-hand drawing from flat copies, definitions of plane geometry, modelling in clay and carpentry; 18 boys reading, writing, and Arithmetic only.
9	819	798	474	21	10	19	618	170	2	10	...	
56	16,569	12,208	13,228	15,221	586	299	9,949	5,707	28	3	...	
91	14,802	7,399	7,192	14,635	212	54	9,785	4,681	70	24	...	
124	17,441	12	7,024	17,441	...	97	11,083	6,252	9	...	...	
6	552	552	171	165	414	131	1	...	6	...	3	*II Division.*—Twenty-three boys learn building drawing, ornamental drawing, model drawing, modelling, decorative drawing, decorative designs, perspective plane geometry, carpentry (13 boys).
17	869	748	65	173	690	163	1	4	11	...	55	
4	477	9	88	477	...	9	333	135	...	...	...	
298	50,710	20,928	27,768	48,112	1,902	753	31,152	16,779	124	27	58	
1,762	83,381	1,200	13,165	83,288	90	70	48,250	34,832	139	22	...	*III Division.*—Twenty-four boys learn building drawing, ornamental drawing, light and shade, perspective solid geometry, modelling, carpentry (16 boys), elementary surveying and plotting (10 boys).
325	10,414	91	203	10,242	68	141	5,901	4,209	95	...	30	
2,087	93,795	1,291	13,368	93,530	158	211	54,151	39,041	234	22	30	
6	321	32	225	321	...	...	197	124	...	...	...	
1	(a) 119	...	...	...	1	...	59	59	...	...	...	
1	84	70	...	14	...	...	69	15	...	...	...	*Engineering Class.*—Eighteen boys learn building drawing, surveying, levelling, estimating, and construction.
1	239	...	...	239	...	4	167	68	...	8	...	
4	(b) 519	69	17	473	...	53	189	277	...	...	...	(b) Three hundred and nine boys learn carpentry and drawing; 236 carpentry only; 34 drawing; and 30 engraving.
1	(c) 89	...	...	...	...	...	22	67	...	...	...	(c) All learn Veterinary Surgery and Medicine; Veterinary Anatomy and Physiology; and Materia Medica.
14	1,371	171	242	1,047	1	57	703	610	...	8	...	
2,408	146,695	23,188	41,852	142,710	2,071	1,040	86,624	56,600	360	67	88	
555	6,012	...	5,684	374	...	...	153	5,851	8	...	...	
105	1,665	...	1,579	88	...	...	1,665	...	...	...	...	
1,459	33,707	1	1,219	32,554	...	77	23,757	9,511	362	13	...	
54	953	...	30	929	...	...	597	356	...	...	...	
3,341	38,374	...	37,761	849	...	...	885	37,475	14	345	...	
949	10,727		10,715	16	...	...	121	10,606	...	...	334	* The Qurán, Shástras, or other religious books by rote.
351	12,129	102	537	11,868	21	662	4,428	6,626	392	...	...	
22	37	21	8	825	10	116	315	327	69	...	2	
		124	57,533	47,503	31	855	31,921	70,752	845	358	336	
				190,213	2,102	1,895	118,545	127,352	1,205	425	424	

EDUCATION—GENERAL TABLE III (A).

RETURN OF SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1892-93.

Class of Institutions.	Public Institutions. Under Public Management. Managed by Government. Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Under Private Management. Aided by Government or by Local Fund or Municipal Boards. Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning English.	A Classical Language.	A Vernacular Language.	Classification of Scholars on the 31st of March according to Race or Creed. Europeans and Eurasians.	Others.	Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
School Education, General. Secondary Schools. For Boys. High Schools	2	378	356	324	2	199	177	160	4	577	576	257	440	577	...	3	...	
For Boys. Middle Schools— English	...	...	...	...	6	210	211	170	6	210	210	17	43	201	9	24	...	
For Girls. High Schools	2	303	296	284	2	110	94	87	4	413	413	95	28	413	...	...	3	
For Girls. Middle Schools— English	...	...	...	...	14	698	616	530	14	698	698	61	2	690	8	...	55	
Total ...	4	681	652	608	24	1,217	1,098	947	28	1,898	1,897	430	513	1,881	17	27	58	
Primary Schools. For Boys	...	...	...	...	3	93	93	65	3	93	93	...	...	90	3	22	...	
" Girls	...	...	...	...	3	78	69	47	3	78	78	...	...	68	10	...	30	
Total ...	...	...	...	...	6	171	162	112	6	171	171	...	...	158	13	22	30	
Total of Schools of Public Instruction	4	681	652	608	30	1,388	1,260	1,059	34	2,069	2,068	430	513	2,039	30	49	88	
Private Institutions ... Schools not conforming to Departmental Standard ... For Boys ...									1	21	21	21	...	21	...	...	2	
" Girls ...									1	10	10	8	...	10	...	...	...	
Total									2	31	31	29	...	31	...	...	2	
Grand Total									36	2,100	2,099	459	513	2,070	30	49	90	

EDUCATION—GENERAL TABLE III (B).

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1892-93.

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES. — English	1	171	165	148	1	30	27	22	3	264	258	236	2	124	114	88
Oriental	..								1	72	73	58	..			
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING. — Medicine	1	158	161	151		..			..		..	...	...	...	..	...
Total ...	2	329	326	299	1	30	27	22	4	336	331	294	2	124	114	88
School Education, General. — SECONDARY SCHOOLS. — For Boys. — High Schools	2	928	1,023	843	21	6,610	7,031	5,711	21	6,100	6,366	5,686	8	2,354	2,522	1,927
Middle Schools																
English ..	..		..	...	52	9,582	9,974	7,806	21	3,540	3,710	3,021	12	1,470	1,490	1,133
Vernacular ...	...	...	..	...	123	17,352	17,558	14,098		...	...	..	1	89	112	103
For Girls. — High Schools	...	..	..	.	.	.	.	..	2	139	150	137		...	...	..
Middle Schools																
English .	..	...	...	...	..		..	.	3	171	175	156	.	...	.	...
Vernacular	..	...	...	..	2	135	138	116	2	342	335	250		.	..	...
Total ...	2	928	1,023	843	198	33,679	34,701	27,731	49	10,292	10,756	9,250	21	3,913	4,124	3,163
PRIMARY SCHOOLS. — For Boys ...	4	322	337	272	1,677	78,600	77,611	61,159	58	3,435	3,283	2,653	20	931	863	661
For Girls .		...	...	...	194	6,308	6,058	4,506	123	3,840	3,808	2,782	5	188	214	162
Total ...	4	322	337	272	1,871	84,908	83,669	65,665	181	7,275	7,091	5,435	25	1,119	1,077	823
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION. — Training Schools for Masters.	6	321	330	311	..	...	..	...	...	...	...			...	...	.
Schools of Art ...	1	119	125	96	.	.	.		.	.	...	...		...	..	...
Law Schools .	..	...	.	...	...		...	..	1	84	74	58		...	...	...
Medical Schools ..	1	239	250	241	..	...	...	...	.	...	.	...	...	...	..	...
Industrial Schools.	1	285	301	245	2	168	199	144	..	..	..	..	1	66	59	53
Other Schools .	1	89	99	85	.			...		...	...	...	.	...	...	...
Total ..	10	1,053	1,105	981	2	168	199	144	1	84	74	58	1	66	59	53
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	18	2,632	2,791	2,395	2,072	118,785	118,596	93,562	235	17,987	18,252	15,037	49	5,222	5,374	4,127

PRIVATE INSTITUTIONS

1. *Advanced Teaching—*
   (a). Arabic or Persian ... ...
   (b). Sanskrit ... ...
2. *Elementary teaching a Vernacular only or mainly* ... .. { For Boys ... ... ; ,, Girls ... ... }
3. *Do. do. the Qurán* * .. .. { For Boys ... ... ; ,, Girls ... ... }
4. *Other Schools not conforming to Departmental Standard* .. { For Boys ... ... ; ,, Girls ... ... }

TOTAL ... ...

GRAND TOTAL ... ...

RAL TABLE III (B).

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1892-93.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
		English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
7	589	589	402	...	4	10	468	105	2	..	...	
1	72	51	72	21	...	...	32	40	...	...	...	
1	158	158	...	...	6	9	118	25	...	10	...	
9	819	798	474	21	10	19	618	170	2	10	...	(a) Classification—
52	15,992	11,632	12,971	14,781	9	299	9,049	5,707	28	...	...	*I Division.*—Fifty-four boys learn free-hand drawing from flat copies, definitions of plane geometry, modelling in clay and carpentry; 18 boys reading, writing, and Arithmetic only.
85	14,592	7,189	7,175	14,592	11	54	9,785	4,681	61	...	...	
124	17,441	12	7,024	17,441	...	97	11,083	6,252	9	...	...	
2	139	139	76	137	1	131	1	...	6	...	...	
3	171	50	4	171	...	163	1	4	3	...	...	*II Division.*—Twenty-three boys learn building drawing, ornamental drawing, model drawing, modelling, decorative drawing, decorative designs, perspective plane geometry, carpentry (13 boys).
4	477	9	88	477	...	9	333	135	...	...	...	
270	48,812	19,031	27,338	47,599	21	753	31,152	16,779	107	...	...	
1,759	83,288	1,107	13,165	83,288	...	70	48,250	34,832	136	...	...	
322	10,336	13	203	10,242	...	141	5,901	4,209	85	...	...	*III Division.*—Twenty-four boys learn building drawing, ornamental drawing, light and shade, perspective solid geometry, modelling, carpentry (16 boys), elementary surveying and plotting (10 boys).
2,081	93,624	1,120	13,368	93,530	...	211	54,151	39,041	221	...	...	
6	321	32	225	321	...	...	197	124	...	...	...	
1	(a) 119	...	...	...	1	...	59	59	...	...	...	
1	84	70	...	14	...	...	69	15	...	...	...	*Engineering Class.*—Eighteen boys learn building drawing, surveying, levelling, estimating, and construction.
1	239	...	...	239	...	4	167	68	...	8	...	
4	(b) 519	69	17	473	...	53	189	277	..	...	...	(b) Three hundred and nine boys learn carpentry and drawing; 236 learn carpentry only; 34 drawing; and 30 engraving.
1	(c) 89	...	...	...	...	...	22	67	...	...	...	
14	1,371	171	242	1,047	1	57	703	610	...	8	...	
2,374	144,626	21,120	41,422	142,197	32	1,040	86,624	56,600	330	18	...	(c) All learn Veterinary Surgery and Medicine; Veterinary Anatomy and Physiology; and Materia Medica.
555	6,012	...	5,684	374	...	...	153	5,851	8	..	...	
105	1,665	...	1,579	88	...	...	1,665	...	...	..	...	
1,459	33,707	1	1,219	32,554	...	77	23,757	9,511	362	13	...	
54	953	...	30	929	...	...	597	356	...	...	...	
3,341	38,374	...	37,761	849	...	...	885	37,475	14	345	...	* The Qurán, Shástras, or other religious books by rote.
949	10,727	...	10,715	16	...	...	121	10,606	...	...	334	
350	12,108	...	516	11,868	...	662	4,428	6,626	392	...	...	
21	[illegible]	...	...	825	...	116	315	327	69	...	...	
			57,504	47,503	...	855	31,921	70,752	84[illegible]			

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.
University Education — English ...	35,908	...	..	13,507	...	...	49,415
University Education — Oriental ...	...	...	...	...	...	...	...
University Education — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education — Medicine ...	64,548	2,069	2,573	3,062	...	...	72,252
Total ...	1,00,456	2,069	2,573	16,569	...	...	1,21,667
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools ...	14,332	...	1,200	13,182	...	*19,745	48,459
School Education, General. — For Boys — Middle Schools — English ...	...	...	...	...	...	...	...
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls — High Schools ..	4,871	..	...	713	...	†7,439	13,023
School Education, General. — For Girls — Middle Schools — English ...	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total ...	19,203	...	1,200	13,895	...	27,184	61,482
PRIMARY SCHOOLS.							
School Education, General. — For Boys ...	4,239	...	...	1,035	...	...	5,274
School Education, General. — For Girls ...	...	...	...	...	...	...	...
Total ...	4,239	..	...	1,035	...	...	5,274
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters ...	58,783	...	43	...	...	...	58,826
School Education, Special. — Schools of Art ...	18,092	22	29	25	39	231	19,338
School Education, Special. — Law Schools ...	...	...	...	...	...	...	...
School Education, Special. — Medical Schools ..	14,940	20	28	...	36	218	15,242
School Education, Special. — Industrial Schools ...	6,767	...	...	17	...	...	6,784
School Education, Special. — Other Schools ...	13,836	...	...	...	...	‡16,006	29,842
Total ..	1,13,318	42	100	42	75	16,455	1,30,032
Buildings ...	2,07,520	...	...	...	1,654	...	2,09,474
Furniture and Apparatus (Special Grants only)	16,350	...	...	...	...	§ 7,228	23,578
Total ...	2,24,170	..	...	...	1,654	7,228	2,33,052
University ...	...	...	..	...	...	...	...
Direction ...	...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges ...	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges ..	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools ...	...	...	...	...	...	...	...
Scholarships held in — Primary Schools ...	...	...	...	...	..	...	...
Scholarships held in — Special Schools other than Training Schools ...	...	...	...	...	...	...	...
...	...	...	...	...	...	Girls	
	...	...	...	...	...	TOTAL ...	
		111	3,873	31,541	1,729	OTAL ...	

RAL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1892-93.

INSTITUTIONS.													
MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by Local Fund and Municipal Boards.							*Aided by Government or by, Local Fund or Municipal Boards.*						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	3,175	1,514	...	...	4,689	9,000	200	1,500	15,004	10,567	11,542	47,813
...	...	...	...	...	...	...	12,592	585	781	476	1,033	6,098	21,565
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3,175	1,514	...	...	4,689	21,592	785	2,281	15,480	11,600	17,640	69,378
1,570	6,837	91,117	81,060	1,243	155	1,81,982	64,918	565	10,213	97,804	4,572	44,015	2,22,087
1,920	18,071	53,221	64,946	1,374	650	1,40,182	17,564	1,044	3,871	25,292	5,260	11,137	64,168
...	67,812	18,249	30,767	948	4	1,17,780	...	...	...	...	...	...	...
...	...	...	...	...	...	...	6,458	...	...	10,424	377	18,608	35,867
...	...	...	...	...	...	...	21,848	...	...	22,258	4,403	9,674	58,183
150	367	6,563	...	..	...	7,080	9,248	...	702	62	...	1,175	11,187
3,640	93,087	1,69,150	1,76,773	3,565	809	4,47,024	1,20,036	1,609	14,786	1,55,840	14,612	84,609	3,91,492
108	2,85,908	36,716	39,588	535	119	3,62,974	5,937	238	874	6,911	1,991	11,402	27,353
3,244	15,591	19,906	...	...	15	38,756	9,255	1,036	1,972	2,104	7,583	16,729	38,679
3,352	3,01,499	56,622	39,588	535	134	4,01,730	15,192	1,274	2,846	9,015	9,574	28,131	66,032
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	3,126	63	84	3,669	112	660	7,714
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	5,507	52	...	...	5,559	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	5,507	52	...	...	5,559	3,126	63	84	3,669	112	660	7,714
840	73,378	26,482	...	...	31	1,00,731	9,788	200	...	...	6,658	21,823	38,469
...	18,566	6,412	...	24	148	25,150	494	...	5	...	1,783	5,859	8,141
840	91,944	32,894	...	24	179	1,25,881	10,282	200	5	...	8,441	27,682	46,610
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EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concluded.*			
	UNDER PRIVATE MANAGEMENT—*concluded*			
	Unaided			
	Fees	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26
	Rs.	Rs.	Rs	Rs.
ARTS COLLEGES.				
University Education. — English	1,878	592	3,445	5,915
Oriental	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING				
Medicine	...	...	...	...
Total ...	1,878	592	3,445	5,915
SECONDARY SCHOOLS				
School Education, General. — For Boys — High Schools	15,091	7,149	4,615	27,695
For Boys — Middle Schools — English ..	4,337	3,267	2,346	9,950
For Boys — Middle Schools — Vernacular	430	...	1,948	2,378
For Girls — High Schools	..	...	...	...
For Girls — Middle Schools — English .	...	...	...	...
For Girls — Middle Schools — Vernacular	...	...	...	...
Total ...	20,698	10,416	8,909	40 023
PRIMARY SCHOOLS				
For Boys	1,129	1,674	1,716	4,519
For Girls	200	943	2,000	3,143
Total ...	1,329	2,617	3,716	7,662
SCHOOLS FOR SPECIAL INSTRUCTION.				
School Education, Special. — Training Schools for Masters	...	...	...	..
Schools of Art	...	...	...	...
Law Schools	...	.	.	.
Medical Schools	.	...	..	..
Industrial Schools	17	...	534	551
Other Schools	...	...	...	...
Total	17	...	534	551
Buildings	...	...	...	..
Furniture and Apparatus (Special Grants only)	...	170	...	170
Total ...	...	170	.	170
University	...	...	...	...
Direction	...	...	..	...
Inspection	...	...	...	...
Scholarships held in — Arts Colleges	...	...	..	...
Professional Colleges	...	...	...	...
Secondary Schools	...	...	.	.
Primary Schools	...	...	...	...
Special Schools other than Training	...	...	.. Girls ...	...
	...	...	...	
	...	...	TOTAL ...	
	[illegible]	...	..	
	[illegible]	[illegible]	16 AL ...	

RAL TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1892-93.

Total Expenditure from					Grand Total.	Remarks.
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.		
27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
44,908	200	4,675	31,903	26,146	1,07,832	
12,592	585	781	476	7,131	21,565	
64,548	2,069	2,573	3,062	...	72,252	
1,22,048	2,854	8,029	35,441	33,277	2,01,649	
80,820	7,402	1,02,530	2,07,977	* 81,494	4,80,223	* Includes Rs 14,562 from Imperial Revenues.
19,484	19,115	57,092	94,575	24,034	2,14,300	
...	67,812	18,249	31,197	2,900	1,20,158	
11,329	...	...	11,137	† 26,424	48,890	† Includes Rs. 7,439 from Imperial Revenues
21,848	...	...	22,258	14,077	58,183	
9,398	367	7,265	62	1,175	18,267	
1,42,879	94,696	1,85,136	3,67,206	1,50,104	9,40,021	
10,284	2,86,146	37,590	48,663	17,437	4,00,120	
12,499	16,627	21,878	2,304	27,270	80,578	
22,783	3,02,773	59,468	50,967	44,707	4,80,698	
58,783	...	43	...	...	58,826	
18,992	22	29	25	270	19,338	
3,126	63	84	3,669	772	7,714	
14,940	20	28	...	254	15,242	
6,767	...	5,507	86	534	12,894	
13,836	...	...	...	‡ 16,006	29,842	
1,16,444	105	5,691	3,780	17,836	[illegible]	
2,18,448	73,578	26,482	...	[illegible]	[illegible]	
16,844	18,566	6,417	[illegible]	[illegible]	[illegible]	
2,35,292	92,144	[illegible]	[illegible]	[illegible]	[illegible]	
11,906	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
42,531	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
1,48[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	